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ABSTRACT

This briefing book with appendices was prepared for the initial meetings of the National Library of Education Advisory Task Force (NLE/ATF), in March 1996. An agenda for this meeting is included in the briefing book. The first section, "Governing Authorities for NLE and the Advisory Task Force," contains a copy of Public Law 103-227, Title X, Part E: The National Library of Education; the NLS ATF Charter; and an amendment to the Charter. The second section, "The NLE Task Force and Its Role," covers the Advisory Committee Oversight and Operations Policy; Duties of the Designated Federal Office; and a list of ATF members with brief biographical information. The third section, "Introduction to NLE," contains: "A New National Library Fuels the Engine of Education" (Nancy J. Floyd), "The National Library of Education: Genesis, Rebirth, and Mission" (E. Stephen Hunt); and an overview of NLE programs and activities. The fourth section, "Navigating Around NLE," contains: copies of the Office of Educational Research and Improvement (OERI) and NLE organizational charts; a map of the NLE stacks; and a list of staff and key contact points. The last section, "NLE Collection Development Policy and Other Policy Drafts," contains: copies of the NLE Collection Development Policy; and draft policies on collection assessment, archival resources, and customer service. The appendices include a letter from the director. The first section of appendices, "Historical Background to NLE," contains: "A Brief History of the U.S. Department of Education Library" (Stephen J. Sniegoski); "A Proposal to Establish A National Education Information Reference Center" (John W. Collins); "Education's Library: Actions Needed to Improve Its Usefulness" (U.S. General Accounting Office Report); and "Summary of Public Comment Regarding NLE Received Pursuant to the 1994 Reauthorization and Reorganization of the OERI." The second section of the appendices, "The Educational Resources Information Center (ERIC)," contains: "The Three Phases of ERIC" (Robert M. Stonehill and Ted Brandhorst); "The Educational Resources Information Center (ERIC)" in "Encyclopedia of Library and Information Science: volume 51, supplement 14" (Ted Brandhorst); "ERIC Annual Report 1995"; and "ERIC's AskARIC Project and the National Parent Information Network." The last section of appendices, "NLE on the Internet," contains: "INet/Online Reference Library Description and Statistics"; and "The Web and the Department." (DLS)

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National Library of Education Advisory Task Force

Briefing Book

ED 422 973

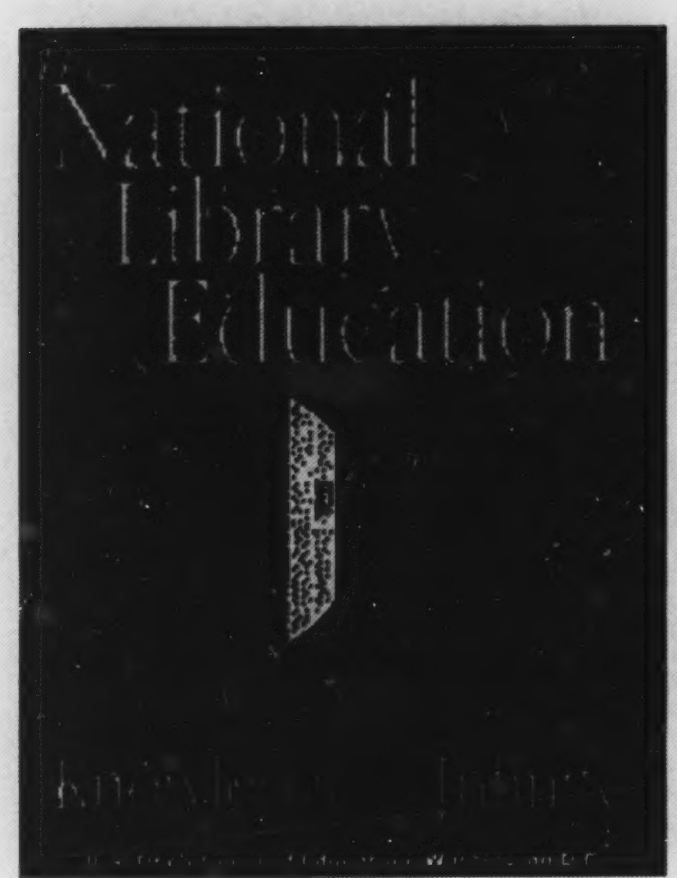

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TABLE OF CONTENTS

Letter from the Director
Proposed Agenda

TAB 1 - Governing Authorities for NLE and the Advisory Task Force

- *P.L. 103-227, Title IX, Part E: National Library of Education*
- *NLE Advisory Task Force Charter*
- *NLE Advisory Task Force Charter Amendment*

TAB 2 - The NLE Task Force and Its Role

- *Advisory Committee Oversight and Operations Policy*
- *Duties of the Designated Federal Official (DFO)*
- *List of Task Force Members*

TAB 3 - Introduction to NLE

- *"A New National Library Fuels the Engine of Education," American Libraries, November 1995 (Nancy J. Floyd, NLE/OD)*
- *"The National Library of Education: Genesis, Rebirth, and Mission," Journal of Academic Librarianship, November 1995 (E. Stephen Hunt, NLE/OD)*
- *Overview of NLE Programs and Activities*

TAB 4 - Navigating Around NLE

- *OERI Organization Chart*
- *NLE Organization Chart*
- *Map of the NLE Stacks*
- *List of Staff and Key Contact Points*

TAB 5 - NLE Collection Development Policy and Other Policy Drafts

- *NLE Collection Development Policy*
- *Draft Collection Assessment Policy*
- *Draft Archival Resources Policy*
- *Draft Customer Service Plan (As Proposed for FY 1997)*

PROPOSED AGENDA
NLE ADVISORY TASK FORCE

The NLE Advisory Task Force is currently expected to meet at least three (3) times during its six month life. A detailed agenda for the first meeting, including the order of presentations and things such as break times, will be available prior to the start of the first meeting on March 5, 1996. What appears below is the broad agenda as presented in the *Federal Register* announcement on February 9, 1996. Broad proposals for two subsequent meetings are also presented for discussion at the first meeting.

1. **First Meeting, March 5-7, 1996**
   Washington, DC

   March 5, 1996: Morning Session
   9:00 am - 11:00 am
   Secretary's Conference Room
   FOB-10, 600 Maryland Avene, SW

   Agenda: Introductions and Greetings
   Swearing In
   Federal Employee Instructions
   Preliminary Business

   Afternoon Session
   1:00 pm - 5:00 pm
   Room 326, Capitol Place
   555 New Jersey Avenue, NW

   Agenda: Overview by the DFO
   Discussion Led by Chair on Task Force
   Impressions of NLE's Mission

   March 6, 1996: Morning Session
   9:00 am - 11:00 am
   Room 326, Capitol Place
   555 New Jersey Avenue, NW

   Agenda: Discussion Led by Chair on Task Force
   Views of NLE's Collections and
   Library Services Missions and
   Functions

Afternoon Session
1:00 pm - 5:00 pm
Room 326, Capitol Place
555 New Jersey Avenue, NW

Agenda: Discussion Led by Chair on Task Force Views of NLE's Reference and Research Services Missions and Functions

March 7, 1996: Morning Session
9:00 am - 11:00 am
ACCESS ERIC Offices
Rockville, MD

Agenda: Presentation on ERIC System
Discussion Led by Chair on Task Force Views of NLE's Electronic Services, Including ERIC and the Internet

Afternoon Session
1:00 pm - 3:00 pm
ACCESS ERIC Offices
Rockville, MD

Agenda: Continuation of Open Discussion until Adjournment

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2. **Second Meeting, Summer 1996**

NLE proposes to hold the second meeting outside Washington, DC and invite input from the public and the field. The meeting, if the Task Force concurs, would be designed to hear other views and discuss them. Prior to the second meeting NLE would solicit comment via a *Federal Register* notice and announcements. A portion of the meeting would also be devoted to Task Force business, including progress reports on developing its recommendations.

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3. **Third Meeting, Fall 1996**

NLE proposes to hold the third meeting in Washington, DC. It would be a working meeting devoted to Task Force business, including progress reports on finalizing its recommendations. NLE staff would assist the Task Force in preparing the approved report.

At this time, it appears unlikely that more than three meetings can be budgeted. If possible, however, NLE would propose that the formal presentation of the final report be held (after it has been submitted within the six month time frame) at a suitable professional meeting such as ALA. The Assistant Secretary, OERI would be invited to attend and we would hope that as many Task Force members as possible be present.

Much work will need to be done between formal meetings. This is legal under the regulations governing advisory committees so long as (a) no decisions are reached or votes taken without first alerting the public; and (b) the purpose of these communications among members is to exchange information only. NLE will be working with Task Force members to enable smooth information exchanges to take place.

Public Law 103-227
103rd Congress

GOALS 2000: EDUCATE AMERICA ACT

TITLE IX — EDUCATIONAL RESEARCH AND IMPROVEMENT

"Educational Research, Development, Dissemination and Improvement Act of 1994"

PART E — NATIONAL LIBRARY OF EDUCATION

Section 951. **ESTABLISHMENT WITHIN OFFICE OF EDUCATIONAL**
20 USC 6051. **RESEARCH AND IMPROVEMENT**

(a) IN GENERAL. — There is established within the Department of Education a National Library of Education (hereinafter in this section referred to as the "Library"), which shall be maintained by the Department of Education as a governmental activity.

(b) FUNCTIONS OF LIBRARY. — The functions of the Library are —

(1) to provide a central location within the Federal Government for information about education;

(2) to provide comprehensive reference services on matters related to education to employees of the Department of Education and its contractors and grantees, other Federal employees, and members of the public; and

(3) to promote greater cooperation and resource sharing among providers and repositories of education information in the United States.

(c) MISSION. — The mission of the Library shall be to —

(1) become a principal center for the collection, preservation, and effective utilization of the research and other information related to education and to the improvement of educational achievement;

(2) strive to ensure widespread access to the Library's facilities and materials, coverage of all education issues and subjects, and quality control;

(3) have an expert library staff; and

(4) use modern information technology that holds the potential to link major libraries, schools, and educational centers across the United States into a network of national education resources.

(d) ONE-STOP INFORMATION AND REFERRAL SERVICE. — The Library shall establish and maintain a central information and referral service to respond to telephonic, mail, and electronic and other inquiries from the public concerning —

(1) programs and activities of the Department of Education;

(2) publications produced by the Department of Education and, to the extent feasible, education related publications produced by the Departments of Labor, Health and Human Services, and other Federal departments and agencies;

(3) services and resources available to the public through the Office, including the Educational Resources Information Center Clearinghouses, the research institutes, and the national education dissemination system;

(4) statistics and other information produced by the National Center for Education Statistics; and

(5) referrals to additional sources of information and expertise about educational issues which may be available through educational associations and foundations, the private sector, colleges and universities, libraries, and bibliographic databases.

The Library shall maintain and actively publicize a toll-free telephone number through which public inquiries to the Library may be made.

(e) COMPREHENSIVE REFERENCE SERVICES. -

(1) IN GENERAL. — The Library shall, to the extent feasible, provide for the delivery of a full range of reference services on subjects related to education to employees of the Department of Education and such Department's contractors and grantees, other Federal employees, and members of the general public. Such services may include —

(A) specialized subject searches;

(B) search and retrieval of electronic databases;

(C) document delivery by mail and facsimile transmission;

(D) research counseling, bibliographic instruction, and other training services;

(E) interlibrary loan services; and

(F) selective dissemination of information services.

(2) PRIORITY. — The Library shall first give priority in the provision of reference services to requests made by employees of the Department of Education.

(f) COOPERATION AND RESOURCE SHARING. — The Library shall promote greater cooperation and resource sharing among libraries and archives with significant collections in the area of education through means such as —

(1) the establishment of information and resource sharing networks among such entities;

(2) the development of a national union list of education journals held by education libraries throughout the United States;

(3) the development of directories and indexes to textbook and other specialized collections held by education libraries throughout the United States; and

(4) cooperative efforts to preserve, maintain, and promote access to items of special historical value or interest.

(g) ADMINISTRATION. — The Library shall be administered by an Executive Director who shall —

(1) be appointed by the Assistant Secretary from among persons with significant training or experience in library and information science; and

(2) be paid at not less than the minimum rate of basic pay payable for GS-15 of the General Schedule.

(h) TASK FORCE. —

(1) IN GENERAL. — The Assistant Secretary [*] shall appoint a task force of librarians, scholars, teachers, parents, and school leaders (hereafter in this paragraph referred to as the "Task Force") to provide advice on the establishment of the Library.

(2) PREPARATION OF PLAN. — The Task Force shall prepare a workable plan to establish the Library and to implement the requirements of this section.

(3) CERTAIN AUTHORITIES. — The Task Force may identify other activities and functions for the Library to carry out, except that such functions shall not be carried out until the Library is established and has implemented the requirements of this section.

(4) REPORT. — The Task Force shall prepare and submit to the Assistant Secretary [*] not later than 6 months after the first meeting of the Task Force a report on the activities of the Library.

(i) TRANSFER OF FUNCTIONS. — There are hereby transferred to the Library all functions of —

(1) the Department of Education Research Library;

(2) the Department of Education Reference Section; and

(3) the Department of Education Information Branch.

(j) COLLECTION DEVELOPMENT POLICY. — Not later than 180 days after the date of the enactment of this title, the Assistant Secretary shall promulgate a comprehensive collection development policy to govern the Library's operations, acquisitions, and services to users. Such collection development policy shall —

(1) be consistent with the functions of the Library described in subsection (b);

(2) emphasize the acquisition and maintenance of a comprehensive collection of reference materials; and

(3) avoid unnecessary duplication by putting a priority on meeting the information needs of the Library's users through cooperation and resource sharing with other entities with significant collections in the field of education.

(k) ARREARAGE AND PRESERVATION. — On the basis of the collection development policy promulgated under subsection (j), the Executive Director shall develop a multiyear plan which shall set forth goals and priorities for actions needed to —

(1) eliminate within 3 years the arrearage of uncataloged books and other materials in the Library's collections; and

(2) respond effectively and systematically to the preservation needs of the Library's collections, relying, whenever possible, upon cooperative efforts with other institutions to preserve and maintain the usability of books and materials in the Library's collections.

UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

CHARTER

National Library of Education Advisory Task Force

AUTHORITY

The National Library of Education Advisory Task Force (Task Force) is authorized by Section 951(h) of the Educational Research, Development, Dissemination, and Improvement Act of 1994 (Act) (P.L. 103-227; 20 U.S.C. 6051). The Task Force is governed by the Federal Advisory Committee Act (P.L. 92-463; 5 U.S.C.A. Appendix 2) (FACA) which sets forth the standards for the formation and use of advisory committees.

PURPOSE AND FUNCTIONS

The Task Force works collaboratively with the Assistant Secretary for the Office of Educational Research and Improvement (Office) to advise on the establishment of the National Library of Education (Library). The Task Force is to:

- work collaboratively with the Assistant Secretary to prepare a workable plan to establish the National Library of Education;
- identify activities and functions for the Library to carry out in addition to those included in the law; and
- prepare and submit a report to the Assistant Secretary not later than six months after its first meeting on the activities of the Library.

The Task Force also has the responsibility to provide information and assistance to the National Educational Research Policy and Priorities Board on the establishment of the National Library of Education and its activities and functions; make recommendations for establishing and strengthening active partnerships and cooperation between the Library and researchers, educational practitioners, other federal agencies and programs, and policymakers at all levels; recommend ways to strengthen interaction and collaboration between the Library and the various program offices and components of OERI and the Department of Education; solicit advice and information from the educational, research, and library and information sciences fields--making sure to involve educational practitioners, particularly teachers, in the process--to define information needs and provide suggestions for research, reference assistance, and service topics; solicit advice from practitioners, policymakers, and

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researchers on recommending ways to organize, maintain, and improve the Library's electronic services for users, including the one-stop information and reference service and other networks and services; and make recommendations for improving the capacity of the Library to perform the functions contained in its mission under the Act.

STRUCTURE

The Task Force shall consist of 11 members, including the Chair, appointed by the Secretary. The members of the Task Force shall be individuals whose training, experience, and background render them qualified to provide advice on the establishment of the National Library of Education and its components, activities, and functions. The composition of the Task Force shall reflect the diversity of the United States.

Of the members of the Task Force four shall be appointed from among library and information services professionals based in school systems, universities, state library agencies, and public libraries, of which at least one shall be a national expert in archival policy and practice; three shall be scholars and researchers familiar with the library and information services needs of the educational research community; and four shall be educators and citizens knowledgeable about the role of comprehensive library and information service resources in serving national, state, and local education needs. The latter may include: parents with experience in promoting parental involvement in education; experienced teachers; State and local school administrators; and individuals from business and industry with experience in promoting private sector involvement in education.

Ex-officio, nonvoting members of the Task Force shall include the Assistant Secretary for Educational Research and Improvement; the Acting Director of the National Library of Education; one member of the National Educational Research Policy and Priorities Board serving as a liaison for that body; representatives of the Library of Congress, the National Library of Medicine, and the National Agricultural Library; and a representative of the National Commission on Libraries and Information Science.

The Assistant Secretary for Educational Research and Improvement provides management and support services for the Task Force. The Acting Director of the National Library of Education serves as the Designated Federal Official (DFO) to the Task Force.

The Task Force may establish subcommittees composed exclusively of members of the Task Force. Each subcommittee complies with the requirements of applicable statutes and regulations. Each subcommittee presents to the Task Force its preliminary findings and recommendations for subsequent action by the full Task Force. Timely notification of each subcommittee established and any change therein, including its charge, membership, and frequency

of meetings is made in writing to the Committee Management Officer. All subcommittees act under the policies established by the Task Force as a whole.

MEETINGS

The Task Force shall meet monthly, at the call of the Chair, or when at least one-third of the members of the Task Force make a written request to meet, or at the request of the Assistant Secretary. Subcommittees meet as required at the call of their Chair with the concurrence of the Chair of the Task Force. Meetings are open to the public except as may be determined otherwise by the Assistant Secretary in accordance with section 10(d) of FACA.

Meetings are conducted and records of the proceedings kept, as required by applicable laws and departmental regulations.

ESTIMATED ANNUAL COST

Members who are not full-time Federal employees are paid at a rate determined by the Secretary, plus per diem and travel expenses in accordance with Federal Travel Regulations. Estimated costs of operating the Task Force, including compensation and travel expenses for members, are $60,000. Estimated person-years of staff support are one FTE at a cost of $80,000.

TERMINATION DATE

The Task Force is authorized until 30 days following submission of its final report. The duration of the Task Force, within the meaning of Section 14(a), is provided by its enabling legislation.

The Task Force is hereby chartered in accordance with Sections 9 and 14 of FACA. This charter expires two years from the date of filing, or upon termination of the Task Force, whichever is sooner.

Date 12/22/94

Robert W. Riley
Secretary

Filing Date January 19, 1995

UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

AMENDMENT

National Library of Education Advisory Task Force

The first two paragraphs of the **STRUCTURE** section of the charter are amended as follows:

The Task Force shall consist of 12 members, including the Chair, appointed by the Secretary. The members of the Task Force shall be individuals whose training, experience, and background render them qualified to provide advice on the establishment of the National Library of Education and its components, activities, and functions. The composition of the Task Force shall reflect the diversity of the United States.

Of the members of the Task Force four shall be appointed from among library and information services professionals based in school systems, universities, state library agencies, and public libraries, of which at least one shall be a national expert in archival policy and practice; three shall be scholars and researchers familiar with the library and information services needs of the educational research community; and five shall be educators and citizens knowledgeable about the role of comprehensive library and information service resources in serving national, state, and local education needs. The latter may include: parents with experience in promoting parental involvement in education; experienced teachers; State and local school administrators; and individuals from business and industry with experience in promoting private sector involvement in education.

Date August 4, 1995

Richard W. Riley
Secretary

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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

RESPONSIBILITIES

The purpose of this memorandum is to delineate the spheres of responsibility for advisory committee oversight and operations. There are three basic areas of activity for departmental employees concerning advisory committees: 1) general overall policy, 2) program liaison, and 3) administration.

General overall policy and oversight are the responsibility of the Office of Intergovernmental and Interagency Affairs, through the Assistant Secretary and the Committee Management Officer. This area encompasses committee management regulations and guidelines, budget and FTE allocation, interpretation of statutory and regulatory requirements, and maintaining basic records on the committees and their membership, including the coordination of appointments.

Program liaison falls to the senior officer of a Principal Operating Component (POC), who is responsible for appointing a Designated Federal Official (DFO), as required by the Federal Advisory Committee Act. The DFO represents the Secretary and the Senior Officer with the committee, supports the program needs of the committee as required, and is prepared to provide information on the current and projected activities of the committee. In the case of a committee with statutory authorization to hire staff, program operations will be executed by its own staff. In the case of a committee without statutory authorization to hire staff, program operations will be executed by the DFO or by other assigned Department of Education staff.

The day-to-day administration of the committee falls to its own staff, in the case of a committee with hiring authority, or to the POC, in the case of a committee without hiring authority. The Executive Director of a committee with hiring authority works directly with the Office of Management the Office of the Chief Financial Officer, and has the same delegated authorities as a POC Executive Officer. The Senior Officer or DFO responsible for a committee without hiring authority ensures that the committee has whatever administrative support it needs.

A chart further describing the division of responsibility for specific procedures and requirements is attached.

Attachment

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COMMITTEE MANAGEMENT RESPONSIBILITIES

Category I: Federal Advisory Committee Act

Responsibility	Committee With Hiring Authority	Committee Without Hiring Authority
Prepare Charter, Renewal, or Amendment	Designated Federal Official (DFO)	DFO
Approve Charter, Renewal, or Amendment	Secretary	Secretary
Public Federal Register Notice	Executive Director	DFO
Call or Approve Meeting	DFO	DFO
Approve Agenda	DFO (N/A for Presidential committees)	DFO
Approve Closing of Meeting	Senior Officer*	Senior Officer*
Chair or Attend Meeting	DFO	DFO
Adjourn Meeting	DFO	DFO
Prepare Minutes of Meetings	Executive Director	DFO
Certify Minutes	Chair	Chair
Prepare Report of Closed Meeting	Executive Director	DFO
Prepare Annual Report of the President/ Annual Comprehensive Review	Executive Director, DFO	DFO
Prepare "6B" Report (Presidential committees only)	Committee Management Officer (CMO)	CMO
Assemble and Maintain Reports, Records, and Other Papers of the Committee	Executive Director	DFO

*With concurrence of OGC and Freedom of Information Officer

Category II: Departmental Policy or Regulations

Responsibility	Committee With Hiring Authority	Committee Without Hiring Authority
Secretary's or Assistant Secretary's Liaison	DFO	DFO
Distribute Information on ED Activities	DFO	DFO
Sign Meeting Notice for Federal Register	Executive Director	Senior Officer
Publicize Meetings	Executive Director	DFO
Approve Out-of-Town Meetings	Senior Officer	Senior Officer
Approve Teleconference Meetings	Senior Officer	Senior Officer
Distribute Meeting Agenda	Chair or Designee	Chair or Designee
Permit Oral Statements at Meetings	Chair, Executive Director, or DFO	Chair, Executive Director, or DFO
Schedule Committee Management and and Annual Ethics Briefings	Executive Director	DFO
Prepare ED Response to Report from the Committee	DFO	POC staff
Provide Information on Committee Workplans	Executive Director	DFO
Nominate Members	Senior Officer	Senior Officer

Some Duties and Responsibilities of a Designated Federal Official (DFO)

The Federal Advisory Committee Act (FACA) requires that each committee be assigned a Designated Federal Official whose statutory responsibilities include: attending each meeting, chairing it in the absence of the chair, adjourning the meeting whenever that is determined to be in the public interest, calling or approving in advance the call of the meeting, and approving the agenda for the meeting. Exception: the DFO does not approve the agenda of a Presidential advisory committee.

By delegation of authority, the DFO is responsible for maintaining the reports, records, and other papers of the committee.

By precedent and practice in this Department, the DFO also:

1. is the Senior Officer's liaison with the committee;

2. functions, usually without title, as the committee's Executive Director, i.e., providing necessary staff support, both in a program and administrative sense;

3. carries out other committee management requirements for the committee, such as the Federal Register notice of a meeting, minutes, insuring a quorum, drafting the charter every two years, etc.;

4. prepares the President's annual report/annual review of the committee;

5. prepares the annual report from the committee or prepares the Department's or President's response to the committee's annual report;

6. maintains file of disqualification statements and waivers, monitors conduct of meeting for compliance with such statements and waivers, and records recusals in the minutes;

7. answers inquiries about the committee; and

8. is responsible for anything else that needs doing to keep the committee functioning legally.

The Secretary may name anyone to this position, except that the designee must be a fulltime, permanent Departmental employee. If the DFO is not clearly named by title in the charter, or when there are changes concerning the person holding the position named in the charter, then the person who designates the DFO informs the Committee Management Officer by memorandum of the designation and any subsequent changes.

In the case of committees that are authorized to hire their own staff, the non-statutory duties are divided between that staff and the DFO. The attached memorandum and chart explain the division of duties in greater detail.

Attachment

NATIONAL LIBRARY OF EDUCATION
ADVISORY TASK FORCE

The NLE Advisory Task Force is an outstanding group of national, State, and local experts in all aspects of library and information services. Its diversity is representative of the entire country and maximizes the opportunity to benefit from perspectives outside the Washington, DC region. By design, no federal officials are voting members.

John W. COLLINS, III. Dr. Collins is Librarian of the Gutman Library, Harvard Graduate School of Education. He is a distinguished education research librarian at the postsecondary level, has consulted with the former OERI Research Library, and chaired OERI's redesign task force for the ERIC system. Dr. Collins is familiar with research-oriented print and electronic library services and many specific issues concerning OERI services and programs.

Donald P. ELY. Dr. Ely is Emeritus Professor of Educational Instructional Design, Development, and Evaluation at Syracuse University and Director of the ERIC Clearinghouse on Information and Technology. He has had a distinguished career in the field of instructional technology, including being the father of the highly successful ASK ERIC Internet site, a national award-winning online customer service for educators and the general public.

Joseph J. FITZSIMMONS. Mr. Fitzsimmons is former Corporate Vice President of Bell and Howell Co. and Chairman of University Microfilms, Inc. (UMI). UMI, which was created by Mr. Fitzsimmons as a concept and a company, is the major private sector service enaged in archival and academic micrographic reproduction and distribution services for libraries and individuals. In addition to his technical and business expertise, Mr. Fitzsimmons is a nationally renowned spokesperson for libraries and information services as well as the related corporate community.

Miles M. JACKSON. Dr. Jackson, a distingushed alumnus of Virginia Union University, is Dean and Professor of the School of Library and Information Studies, University of Hawaii. His career has included numerous overseas assignments for the U.S. government and librarian appointments in universities in the United States and its Pacific territories. He is an expert on distance learning and library telecommunications services, intergovernmental cooperation, and multicultural information services and training at the postsecondary level.

Jane B. KOLBE. Dr. Kolbe is the South Dakota State Librarian and the Director of the Executive Board of COSLA (Chief Officers of State Library Agencies). She is a nationally recognized authority on rural libraries and comprehensive information services to scattered populations. In addition, Dr. Kolbe is an expert on the role of State library agencies, community library services, and public libraries.

Deborah MILLER. Ms. Miller is principal and president of her own firm, The Miller Consulting Group, Inc., which provides management, marketing, and public relations services to libraries and other educational organizations. She has had an extensive career in public

education leadership, serving as a member of the Illinois State Board of Education and the Governing Council of the American Library Association, among other distinctions.

Janet K. MINAMI. Ms. Minami is the Director of Media Services, Los Angeles (CA) Unified School District, and as such is the chief school district librarian for one of the largest and most diverse urban school districts in the United States. In addition to managing comprehensive library and media services for a major inner city population, she is an expert on professional development and credentialing and multicultural K-12 and adult education services.

Oliver OCASEK. Mr. Ocasek is currently Vice President of the Ohio State Board of Education and has had a long and distinguished career in public education policymaking. A former high school principal, he spent a large portion of his career as a legislator and served for 6 years as President Pro Tem of the Ohio State Senate. Mr. Ocasek is an experienced public leader who is familiar with educational and library services issues and active in promoting them.

Jessie Carney SMITH. Dr. Smith is the Cosby Professor in the Humanities and University Librarian, Fisk University. She is a nationally prominent leader in the field of African-American scholarship, an expert in archival and information services on and for minority populations, and child development services. Dr. Smith is a strong promoter of professional opportunities for minority group members and served as director for the "I've Been to the Mountain Top: A Civil Rights Legacy" program series sponsored by NEH.

Robert M. WARNER. Dr. Warner is currently Professor of History and University Historian at the University of Michigan. He served as Archivist of the United States from 1980 until 1985, and is an internationally prominent expert in archival policy and services as well as a distinguished historian. Dr. Warner is thoroughly familiar with national developments and policies for historical collections and related technical services.

Karen A. WHITNEY. Ms. Whitney is Library Director at the Agua Fria Union High School in Avondale, Arizona. She has been nationally active in the American Association of School Librarians (AASL) and served as its president in 1987-88, when she was instrumental in developing the well-known "Information Power" program for improving school media services. Ms. Whitney's varied career has included media services in correctional institutions as well as public schools.

Harriet WILLIAMS. Ms. Williams serves as the Parent Coordinator for the Tacoma (WA) Urban League and as a volunteer parent trainer for the Tacoma School District. The mother of 8 children and the grandmother of 19, she is very active in grassroots parent organizing for education, in family literacy programs, and is an experienced leader in motivating parents to appreciate, use, and promote public schools and information services. Ms. Williams brings to the Task Force the perspective of local community volunteers and parents.

Ex Officio Members:

Pamela ANDRE, Director, National Agricultural Library (NAL). Designated by the Director of the National Agricultural Library as the representative for one of the 3 peer national libraries.

Patricia Ann (Pann) BALTZ, Teacher, Camino Grove Elementary School, Arcadia, California and 1993 Disney Outstanding Teacher of the Year. Designated as the Liaison from the OERI National Educational Research Policy and Priorities Board.

Hiram DAVIS, Deputy Librarian of Congress, Library of Congress (LC). Designated by the Librarian of Congress as the representative for one of the 3 peer national libraries.

Elliot R. SIEGEL, Associate Director for Health Information Programs Development, National Library of Medicine (NLM). Designated by the Director of the National Library of Medicine as the representative for one of the 3 peer national libraries.

Susan M. TARR, Executive Director, Federal Library and Information Center Committee (FLICC). Designated by FLICC as the representative for the coordinating body for all Federal libraries and information services organizations.

A New National Library Fuels the Engine of Education

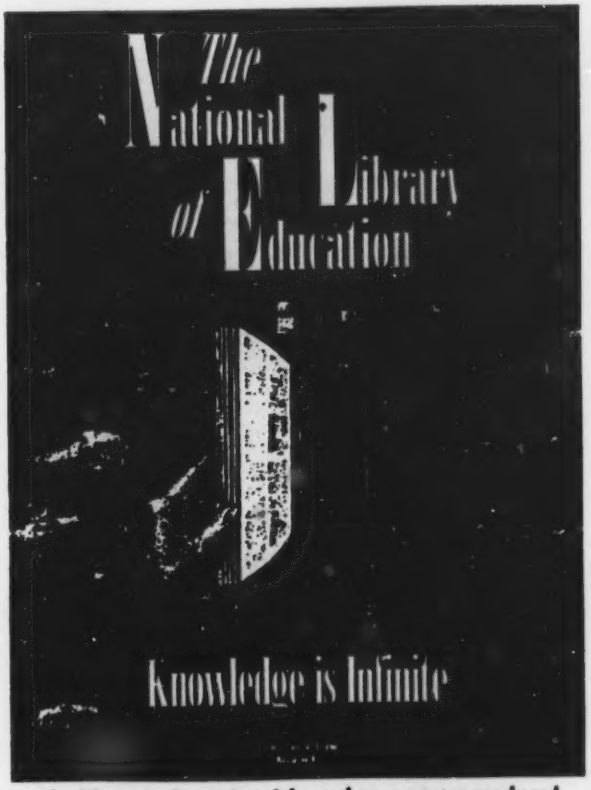
By Nancy L. Floyd

THE NATIONAL LIBRARY OF EDUCATION AIMS TO BE THE COUNTRY'S ONE-STOP SHOP FOR INFORMATION AND REFERRAL ON EDUCATION RESOURCES

Changes are happening in the federal bureaucracy faster than you can reshelve a book. Reinventing. Downsizing. Flattening. One of these changes attests that libraries are still valued in America. It reassures us that there are people in power sold on the idea that libraries are good for us. Why? Because in March 1994 Congress authorized the National Library of Education (NLE).

The legislation creating the NLE was proposed by U.S. Representative Major Owens (D–N.Y.), a former librarian who understood the need for such a library. "As the U.S. Department of Education strives to fulfill its mission to reform and improve American schools," Owens said, "it must have the expert assistance that only the National Library of Education can provide to make the latest knowledge about the best educational practices coherent and readily accessible to teachers, parents, school administrators, and educational researchers. The U.S. Department of Education is our national engine for educational excellence, and we look to the National Library of Education to provide the fuel."

NLE's mission is to be a one-stop shop for all information and referral on education in the country. Its customers—students, educators, and researchers at all levels—will benefit from the library's careful collection, preservation, and wise use of research and other education-related information. Located on New Jersey Avenue in Washington, D.C., the library will promote widespread access to its materials and expand its coverage. With other major libraries, schools, and educational centers, it will provide a network of national education resources.



The library's theme is celebrated on a poster produced by the staff to create immediate visibility.

A century-old core

The new library had a head start. The Department of Education (DOE) already had an Education Research Library, which was the largest federally funded library in the world devoted entirely to education. It began a century ago with the private collection of American schoolbooks from Henry Barnard, the first commissioner of the Office of Education. It was nurtured by Commissioner John Eaton during his tenure (1870–1886) and enriched by several private donors.

The earliest volumes in the library's special collections date to the fifteenth century. Other special collections include rare books published before 1800, mostly in education; historical books (1800–1964); early American textbooks (1775–1900); modern American textbooks (1900–1959); and children's classics.

More recently, other special collections were added to the library: material from the former National Institute of Education, the former Office of Education, and DOE, including reports, studies, manuals, archives, speeches, and policy papers. In addition, the library acquired the historical collections of Kathryn Heath, a former employee of the

NANCY L. FLOYD *is a writer/editor for the National Library of Education, U.S. Department of Education. The views expressed in this article are part of ongoing research and analysis at the Office of Educational Research and Improvement and do not necessarily reflect the position of the department.*

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Office of Education, and Elaine Exton, a Washington education writer.

Today, the NLE houses more than 200,000 books and about 750 periodicals, in addition to studies, reports, Educational Resources Information Center (ERIC) microfiche, and CD-ROM databases. It holds books on education, management, public policy, and related social sciences; dictionaries, encyclopedias, handbooks, directories, abstracts, indexes, and legal and other research sources in print and CD-ROM; current and historical journals and newsletters; and more than 450,000 microforms. The library also has a legislative reference service that maintains the department's historical record of legislation affecting education.

Last fall, library staff rewrote the collection development policy, as mandated by the legislation, to reflect the expanded scope of the library. The policy outlines the breadth of the collection, describes in detail how priority levels will be assigned in future book selection, defines the library's users, and designates what services are appropriate to a national library. Along with this, the library is in the final stage of buying an online public access catalog, essential if the NLE is to reach out to a larger audience like its models, the National Library of Medicine and the National Agricultural Library.

Outreach Director Judy Taylor, left, planned and orchestrated the exhibit at ALA Annual Conference in Chicago in an effort to get the word out about the new national library. Below left: Acting Director Blane Dessy is finding that there is a need for the library's services. Below right: Jeannie Lathroum, a technical information specialist, answers the toll-free 800 number.

Services soar

As soon as the library was formed, the staff was off and running. Consolidations had been made in a recent reorganization of the Office of Educational Research and Improvement (the unit of the department in which the library is organizationally located), greatly expanding the library's available resources. The legislation had mandated that the education information branch, which operated a toll-free information and free-publications phone line, be merged with the new library. This brought additional staff with a wide range of educational subject expertise. At the same time, the department added INet (a public access Internet site) system and the Educational Resources Information Center. The ERIC unit includes 16 clearinghouses specializing in all aspects of education, adjunct clearinghouses, and support components (ACCESS ERIC, AskERIC, ERIC Document Reproduction Service, and ERIC Processing and Reference Facility).

All these new resources have enhanced services to customers. The staff, now at 39, handles a daily volume of inquiries that surpasses 200 phone calls and up to 500 letters and hundreds of electronic queries. A Technology Resources Center, one of the best-kept secrets of the educational technology world, has been added. Here, hundreds of CD-ROMs and other educational technology media, equipment, and software tools are on loan from vendors. Library staff demonstrate the programs and equipment to department staff and visitors from outside, ranging from local school personnel to officials of foreign governments.

"It's apparent from our level of services that there is a need for this national library," said Blane Dessy, acting di-

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rector. "Our customers are generally delighted to learn there is one place to contact when seeking information about education. My hope is the National Library of Education will become increasingly sophisticated in its services and be able to cooperate with other providers of education information."

Spreading the word

Library officials knew that in order for the new library to fulfill its mission, it first had to let people know that it was there. So they initiated a strong marketing and public relations plan. For instant impact, the staff produced a beautiful four-color poster with the library's theme: "Knowledge Is Infinite." It gained immediate visibility for the library, and recently was reprinted as bookmarks.

A Technology Resources Center, one of the best kept secrets of the educational technology world, has been added.

A bimonthly newsletter, *New at NLE*, began publication in January. It includes not only recent book acquisitions but also sections on what's new in technology resources, what's new online, what's new in ERIC, bibliographies on topics of current interest, maps, and other useful or newsworthy information for users. The first five bibliographies covered parental involvement in education, family literacy, at-risk students, student financial aid, and school-to-work. The newsletter, which has doubled to 40 pages after three issues, is distributed departmentwide and to a selected mailing list. Copies are also made available at the circulation desk.

To kick off National Library Week in April 1995, the NLE commemorated its official inaugural celebration with an open house. Sharon P. Robinson, assistant secretary for the Office of Educational Research and Improvement, unveiled the commemorative poster and told guests: "There's a pretty well-established appreciation for a federal role in education to provide knowledge and equal access to information....The library's future is secure."

Following the open house was the first in a series of quarterly lectures featuring notable speakers on libraries, information, and technology to inform educators, teachers, researchers, librarians, and parents on issues of concern. In December Carolyne Sumners, director of astronomy and physics for the Houston Museum of Natural Science, will discuss "Making Space for the Girls, or Finding Physics for Females."

To reach out to the education community, the library has put itself at the forefront of the department's strategic partnership with the Philadelphia city schools. Library staff worked several months with the city's school library personnel on developing in-service training for librarians. It has also made a special effort to be represented at library and information technology conferences and exhibits including ALA's Annual Conference and Midwinter Meeting, and meetings of the American Education Research Association and the Special Libraries Association. In Washington, staff members are active on the Federal Library Information Center Committee.

A Division of Resource Sharing and Cooperation has been established in the library that handles INet, the toll-free electronic bulletin board system, and data tape sales. This division has liaisons with a number of other information technology groups both in and outside the department. Its task will be to expand the library's cooperative partnerships and resource sharing, looking into ways to incorporate electronic resources and access to information and laying the groundwork for the NLE to become a part of a major network of education resources nationwide.

A confusing new age

What is the NLE's role for the future? Representative Owens said it best: "This is a moment of revolution. Sweeping economic changes have made the lifelong pursuit of knowledge an imperative for individual and national economic survival. Technological advances have made the rapid acquisition, use, and application of information a new imperative. And at the center of the maelstrom stands the National Library of Education, uniquely situated to provide the visionary leadership we need to navigate the perils and mine the opportunities of this astonishing, confusing new age."

Quite a challenge for this small but important new national library. ❖

NATIONAL LIBRARY OF EDUCATION

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Open 9 a.m.–5 p.m. Monday through Friday except federal holidays

Library Administration	202-219-2289
Fax	202-219-1970
Reference/Research/Statistics	202-219-1692
Outside Washington, D.C., area	800-424-1616
Fax	202-219-1696
Internet	Library@inet.ed.gov
Circulation/Interlibrary loan	202-219-2238
Internet	Libloans@inet.ed.gov
Collection Development/Technical Services	202-219-1883
Legislative Reference Service	202-401-1045
Fax	202-401-9023
Technology Resources Center	202-219-1699
Data Tape Sales	202-219-1522
ACCESS ERIC	800-LET-ERIC
Internet Online Library	
World Wide Web	http://www.ed.gov
Gopher	gopher.ed.gov

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OF SPECIAL INTEREST

• The National Library of Education: Genesis, Rebirth, and Mission

by E. Stephen Hunt

• Doing a Computer-based Demonstration? There May Be a Better Way

by Robin Peek and Allison Powers

The National Library of Education: Genesis, Rebirth, and Mission

by E. Stephen Hunt

March 31, 1994 saw the beginning of either a new idea in federal library services or the rebirth of an old one, depending on one's point of view and historical memory. On that date the Congress authorized the U.S. Department of Education to create an institution to be called the National Library of Education (NLE).[1] The Educational Research, Development, Dissemination, and Improvement Act of 1994 [2] located this new national library within the Office of Educational Research and Improvement (OERI), but gave it the mission and authority to become a federal and national information resource along the lines of other federally sponsored national libraries.

The idea of a national library in the field of education is not new. Since 1867, when the first Department of Education was created (the original name of the Bureau, later Office of Education), there has been a research library collection associated with the agency. During the late 19th and early 20th centuries the library of the Bureau of Education was recognized as a major national research resource and effectively fulfilled, for its time, much of the mission that has been resurrected as of 1994. After World War I, however, policy changes turned the library into an in-house service for employees of the successive agencies that have continued to coordinate the federal role in education. The education library lost its autonomous status in 1946 and began a 48-year period as a component of other libraries and administrative units. In the last pre-1994 iteration this historic library, then called the OERI Research Library, was administered as a branch of the Office of Library Programs.[3]

The New National Library Of Education

For some time before 1994 the educational reform movement, educational researchers, librarians, and political leaders had expressed concern about the inadequacies of the Department of Education's research library. The library did a reasonably good job serving the needs of those Department staff members who had physical access to it (OERI was located away from the rest of the Department) and of users from outside who knew of its existence and the resources it contained. But in its current state it could not fulfill its obligations to agency users, much less the broader professional and lay public, because it lacked the staff, funds, equipment, and missional authority to do so. Among the most critical deficiencies were poor electronic resources and the lack of a separate and adequate budget controlled by the library itself. Indeed, after the creation of the Office of Educational Research and Improvement in 1985 the library had no appropriated program budget at all, existing off the office salaries and expenditures allotment of whatever unit it was placed within.

All of this began to change in 1994. In that year the Congress set about to reorganize OERI, and—through the initiative of Representative Major R. Owens and others—decided to establish the sort of federal educational library that could serve the needs of the research and practitioner communities across the nation. The new National Library of Education (NLE) would have a clear mission, autonomy within the Department of Education and OERI, and the necessary improvement in resources to do the job. NLE was not to be a continuation of the old library in new clothes, but a new organization. The old research library would be combined with other resources to produce a larger, more diversified information service capability, both traditional and electronic.

The Mission and Functions of NLE

The language of Public Law 103-227 leaves no doubt that NLE is established as a national library, not merely a staff library serving federal or departmental needs. While employees of the Department of Education and other federal agencies are to be considered priority customers (much as Congressional staff and Members have first call on Library of Congress services), NLE is explicitly authorized "to provide comprehensive reference services on matters related to education" to "members of the public" and "to promote greater cooperation and resource sharing among providers and repositories of education information in the United States."[4] Further, NLE is tasked with the mission

E. Stephen Hunt is Director, Policy and Planning, National Library of Education, 555 New Jersey Ave., NW, Washington, D.C. 20208. The views expressed in this article are his own and do not necessarily represent the official position of the U.S. Department of Education.

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of itself becoming a principal national center for "research and other information relating to education and to the improvement of educational achievement."[5]

In addition to a broad general mandate, NLE is specifically authorized to provide a number of services. The first of these is the creation and maintenance of a "one-stop" information and referral service to provide information on Department of Education and other federal products related to education; services, resources, and statistics available from OERI sources; and expert consultation on education-related inquiries from Department, other federal, or nonfederal sources. This service is to handle electronic, telephonic, and mail inquiries.[6] A second specific provision authorizes NLE to provide comprehensive research reference services to all its users, including subject searches; electronic database retrievals; FAX and mail services; research counseling, instruction, and training services for users; regular interlibrary loan services; and a category called "selective dissemination," which may be interpreted to mean the packaging of various services to meet the needs of specific users.[7] Other specific requirements of the law include the establishment of information and resource-sharing networks among public and private sector libraries and archives holding important collections in education; the development of a national union list of education serials held in U.S. education libraries; the development of a series of directories and indexes to specific topics in education; archival conservation and preservation efforts in cooperation with other libraries and archives; and the development and implementation of a collection development policy and plan.[8]

One of the important milestones in the establishment of NLE is to be the convening of a national panel of experts to advise OERI and NLE on the development of a national library in education at the federal level. Public Law 103-227 requires the Secretary of Education to name a temporary federal advisory committee, known as the National Library of Education Advisory Task Force, for a six-month existence in order to prepare a report and recommendations pertaining to NLE. Interestingly, the scope of authority of this Task Force is not limited to Public Law 103-227, but it may also recommend activities and functions for NLE that are not included in the statute. The NLE Advisory Task Force was chartered by the Secretary of Education on December 22, 1994 as an 11-person committee of representatives from the educational research and practice communities, libraries and information services (school, community, and research libraries), archives, and the business and civic communities. Ex officio members will also be designated from peer national libraries and other federal organizations.[9] A nomination period for prospective Task Force members, which lasted from December 19, 1994 to March 11, 1995 elicited over 100 nominations. It is anticipated that the Task Force will be announced in the summer of 1995.

NLE Organization

NLE has been initially organized into three divisions:

1. Collections and Technical Services,
2. Reference and Information Services, and
3. Resource Sharing and Cooperation.

Collections and Technical Services Division manages traditional library technical services, interlibrary loans, and the collection development and archival activities required by law. It incorporates the former OERI Research Library. The Reference and Information Services Division operates the "one-stop" referral service, the reference and research services required b the new authority, and incorporates the part of the former OER Education Information Branch, the Education Reference Section, and the ERIC Clearinghouse System. Finally, the Resourc Sharing and Cooperation Division is responsible for developin NLE's virtual library capabilities and preparing the reference and research tools and products named in the authorizing statut It incorporates the former OERI Inet staff (responsible for the agency's Internet and other online activities). Overall manage rial coordination, planning, and external relations are handled b a small staff under the Acting Director.

The combination of activities placed within NLE has give it resources and capabilities far in excess of those available to it predecessors. In addition to an expansion of the staff from 8 t 42, the Department has proposed a separate NLE program bu get that represents a 10-fold increase in funding over past years Those funds, when coupled with the budgets for the programs folded within NLE (e.g., ERIC and Inet), will give NLE the abi ity to begin building both its traditional and electronic resource to the levels expected of a national library and information resource.

Reflections And Next Steps

The creation of NLE provides an opportunity for the researc community in general, and research libraries and archives in par ticular, to have, and help to build, a significant partner at the fed eral level. Those who are working to plan NLE's future know full well that the electronic revolution and the explosion of knowledge mean that the library of today and tomorrow must operate as a component of a wide network of contacts, partner ships, and cooperation. Autarchy is not an option, regardless o a library's size, mission, or function. This is particularly true o a library that must overcome a history of benign neglect while striving to fulfill an ambitious mandate. NLE will be looking t its peer and partner institutions to assist it in clarifying the nich that it can best occupy and the customer services most appropri ate to it.

For starters, there is no question of NLE attempting to repli cate the specialized collections and comprehensive services of other major education research libraries. Nearly every special ized research field related to education has one or more major collections housed somewhere. Nor will NLE attempt to dupli cate the role of the National Archives in preserving the total doc umentary history of federal activity in education. What NLE wil do may be summarized as follows:

- Acquire and maintain a comprehensive reference collec tion in education, together with supporting collections i closely related subjects, for the benefit of its users;
- Continue to develop a comprehensive series of onlin resources and services related to education for all user building upon the success of current services such as th ERIC system and the Internet;
- Maintain an archival collection of significant products an documents produced and issued by the Department of Edu cation, its predecessors, and other federal agencies;
- Concentrate on developing a special collection focus in th areas of federal materials on education, materials fron nongovernmental national organizations active in educa tion, and key (not comprehensive) education products, doc uments, and statistics from state, local, and foreig governments and international organizations; and

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- Concentrate on developing state-of-the-art capabilities in the area of electronic services, especially telecommunications and computers, in order to respond more efficiently and effectively to customers.

The above list of things to do is still ambitious, but it is realistic and focused on what is appropriate for a federally sponsored national library operating under the NLE mandate.

Duplication with extant providers will hopefully be minimized except in those few areas where it is justified in order to fulfill either an internal mission, such as service to federal customers, or the role of a national library. No final policy determinations will be made until the NLE Advisory Task Force has issued its report and until consultations with the library community have continued. In the weeks and months ahead the process of consultation is expected to intensify and to include the exploration of possible cooperative relationships and network partnerships. Subsequent articles in this series are planned in order to explore the issue of dialogue and collaboration with other research libraries and to report on the recommendations of the NLE Advisory Task Force.

NOTES

1. Public Law 103-227, known as the Goals 2000: Educate America Act of 1994. Title IX, Part E of this law pertains to the National Library of Education (108 Stat. 260, 20 USC 6051).
2. The short title assigned by the Congress to Title IX of Public Law 103-227, which authorizes programs located within the Office of Educational Research and Improvement (OERI).
3. Stephen J. Sniegoski, "The Department of Education Research Library: Becoming a National Library," unpublished paper, OERI Education Information Branch, April 19, 1994.
4. P.L. 103-227, Title IX, Part E, Section 951(b).
5. Ibid., Section 951(c).
6. Ibid., Section 951(d).
7. Ibid., Section 951(e).
8. Ibid., Sections 951(f) and (j).
9. Ibid., Section 951(h). The 12 voting members of the Task Force will consist of four library and information science professionals (including one archivist), three representatives of the educational research community (academia), and five others representing business, K-12 educators, parent organziations, and community leadership. The ex officio members will include representatives of the Library of Congress, the National Agricultural Library, the National Library of Medicine, and the Federal Libraries and Information Centers Committee (FLICC).

Overview
National Library of Education Programs and Activities

Introduction

In March 1994, the U.S. Congress authorized the establishment of the National Library of Education (NLE) within the U.S. Department of Education. Thus the Department's Education Research Library became a **national** library. Already the largest federally funded library in the world devoted entirely to education, the National Library is the federal government's principal center for one-stop information and referral on education.

Currently, NLE houses onsite more than 200,000 books and about 750 periodical subscriptions in addition to studies, reports, Educational Resources Information Center (ERIC) microfiche, CD-ROM databases, and archives. Among the Library's services are reference, including legislative reference services; interlibrary loan; Internet (INet); Educational Resources Information Center (ERIC); and a technology resources center.

NLE holds books on education, management, public policy, and related social sciences; dictionaries, encyclopedias, handbooks, directories, abstracts, indexes, and legal and other research sources in print and CD-ROM; current and historical journals and newsletters; and more than 450,000 microforms. The Library serves the U.S. Department of Education staff, its contractors and grantees, and other federal employees, the Executive Office of the President of the United States, the U.S. Congress, education and library associations, and researchers, students, and teachers from across the United States.

Mission

The mission of the National Library of Education is to:

- Ensure the improvement of educational achievement at all levels by becoming a principal center for the collection, preservation, and effective use of research and other information related to education;
- Promote widespread access to its materials, expand coverage of all education issues and subjects, and maintain quality control; and
- Participate with other major libraries, schools, and educational centers across the United States in providing a network of national education resources.

Organization

Under the recent reorganization of the Office of Educational Research and Improvement (OERI), the Director of the National Library of Education reports to the Assistant Secretary of OERI (Please see Organizational Chart). The Library is organized into three divisions:

- Collection and Technical Services;
- Reference and Information Services; and
- Resource Sharing and Cooperation.

Collections

Primary collections include the following:

- **Circulating**–books in the field of education published since 1965. The broad coverage of the collection includes not only education but such related areas as law, public policy, economics, urban affairs, sociology, history, philosophy, and library and information science.
- **Reference**—current dictionaries, general and specialized encyclopedias, handbooks, directories, major abstracting services, newspapers and journals related to education and the social sciences, and indexes.
- **Serials**—more than 750 English-language journals and newsletters. The collection includes nearly all of the primary journals indexed by *Current Index to Journals in Education* (*CIJE*) and *Education Index*. The Library subscribes to eight major national newspapers and maintains back issues of four national newspapers on microform.
- **Microforms**—more than 450,000 items, including newspapers, the *Federal Register*, *Congressional Record*, *Newsbank*, college catalogs, the William S. Gray Collection on Reading, the Kraus Curriculum Collection, and various education and related journals. This collection also includes the complete microfiche collection of the Educational Resources Information Center (ERIC) system, a program funded by the U.S. Department of Education. NLE's ERIC collection contains complete sets of the ERIC indexes and recent ERIC Clearinghouse publications and products. Research publications are in varied formats—bibliographies, state-of-the-art papers, reviews, and information analyses in the 16 areas of education presently covered by the ERIC system.

Special collections include:

- Materials dating to the fifteenth century including books about education, rare books published before 1800, historical books from 1800–1864, early American textbooks, 1775–1900, and modern American textbooks, 1900–1959, and children's classics;

- Material from the former National Institute of Eduction, the former U.S. Office of Education, and the U.S. Department of Education, including reports, studies, manuals, and other documents; and

- Archives of the former U.S. Office of Education and National Institute of Education, including speeches, policy papers, and other documents.

Reference/Research/Statistics

NLE's 800 number provides the public with low-cost access to statistics and research. Staff respond to questions about Department programs, activities, and publications, materials from other federal agencies, resources available through the ERIC Clearinghouses and the research institutes, and statistics from the National Center for Educational Statistics, as well as general reference questions. More than 100 telephone calls, 200–300 letters, over 50 walk-in customers, and about 10 queries (Internet and fax) are answered daily. Specialized subject searches and retrieval of electronic databases are often performed, and documents are delivered by mail, fax, and electronically. NLE also maintains an inventory of approximately 300 different OERI publications for distribution on request. For new Department employees, NLE staff provide monthly orientations.

Legislative Reference Service

NLE's Legislative Reference Service provides services to U.S. Department of Education employees as well as the U.S. Congress, students, and walk-ins. It also incorporates and maintains a library of legislative materials. The legislative materials include education legislative histories of the U.S. Department of Education from 1867 to the present 104th Congress. These permanent records are maintained in FB–10, the U.S. Department of Education's headquarters building at 600 Independence Avenue, S.W. A history contains the bills as introduced, reported, passed, testified on, comments to Congress, public law version, and related matter. Copies of the current and one previous Congress pending bill histories are also kept. (Note: NLE does not maintain the Department's Law Library.)

Legislative Reference Services include:

- Access to the NLE's holdings via Bibliofile Intelligent Catalog CD-ROM terminal.
- NLE books, copies of journal articles, and other documents.
- CD-ROM access to *Education Index, Readers' Guide to Periodical Literature*, and ERIC indexes.
- Professional assistance in the use of the legislative service's equipment and materials.
- Instruction in searching CD-ROM databases.
- Distribution of legislative materials to appropriate personnel.
- Referrals to organizations, agencies, libraries, associations, and individuals as additional sources of information.
- Access to a small collection of current issues of major education journals and newsletters.

Interlibrary Loan

Approved libraries request materials from the Library at no charge. Materials are requested either by OCLC, an ALA form faxed to the Library, or by e-mail with an ALA form following verification of request. The loan period is 30 days, and renewal of materials is for 14 days. NLE loans most material in the general collection; it does not loan material published pre-1900; archives of the Office of Education, NIE, or Department of Education. or books recently added to the collection.

Internet Services (INet)

The U.S. Department of Education's Internet site, INet, is maintained by NLE. INet debuted in October 1993, offering public access to education research and statistics via Gopher and File Transfer Protocol (FTP). In March 1994 a World Wide Web was added (Address: http://www.ed.gov/). INet now hosts the Department's "Online Library" which offers access not only to full-text research studies and syntheses on education, improvement information. and statistics, but also to a substantial and steadily growing collection of information about programs and initiatives across the Department.

The Online Library has become an important tool for providing public access to Department information. The collection has nearly doubled in size in the last year and now contains more than 14,000 files. The site receives more than a million "hits" each month from tens of thousands of Internet users in more than 80 countries worldwide. It is rated among the top 5 percent of Web sites (*Point Communications*, 10/95), listed as one of the top 1,001 Web sites (*PC Computing*, 12/95), and recognized as being "among the classiest—and most useful—of all federal sites" (*Government Executive*, 11/95).

The Online Library also provides a one-stop entry point to information stored at more than 40 other ED-funded Internet sites, including ERIC, the Regional Educational Laboratories, the Institutes and their National Research and Development Centers, the Eisenhower National Clearinghouse for Math/Science Education, Star Schools, the National Clearinghouse for Bilingual Education, the National Rehabilitation Information Center, and the National Center for Research in Vocational Education.

The OERI Toll-Free Bulletin Board System (BBS) provides public access to most of the information in the Online Library for educators who don't yet have access to the Internet. Using a toll-free number to dial into the BBS, educators can discuss education issues and topics with their peers and share educational software, files, and information with each other and the public.

ERIC

ERIC, the world's largest database of education materials (850,000 abstracts), has 16 subject-specific clearinghouses, 8 adjunct clearinghouses, and three support contractors: ACCESS ERIC, ERIC Document Reproduction Service, and the ERIC Processing and Reference Facility. The ERIC database can be accessed online via commercial vendors and public networks, on CD-ROM, or through printed abstract journals. The database is updated monthly (quarterly on CD-ROM).

One of ERIC's components, ACCESS ERIC (1–800–LET–ERIC), is a toll-free service to keep people informed about the information offered by the ERIC network. ACCESS ERIC makes it easier to locate and obtain educational information. In addition, many of the clearinghouses, are accessible through the Internet, and ERIC has a new home page on the World Wide Web.

AskERIC is an Internet-based question-answering service for information on K–12 teaching and learning, child development, information technology, or educational administration. ERIC staff respond within 48 hours.

Technology Resources

NLE's Technology Resources Center offers an opportunity to explore what is available in technology, use the equipment, and look at programs designed to be used in classrooms. The Center has computer programs, CD–ROM, videotapes, and videodiscs. It offers a range of hardware and software for all levels of education and training.

The Center is open to visits from all educators, researchers, administrators, curriculum specialists, teachers, librarians, and others interested in the effective use of technology in education and training. Publishers of computer materials have provided over 400 programs from pre-school to postgraduate levels. The collection of computer programs is strong in science, reading, mathematics, and word processing. Programs on art, music, science, biology, history, mathematics, chemistry, and employment skills are included.

Equipment represents state-of-the art computer technology available for use in schools. Included are Apple, IBM, and Compaq systems, as well as Kodak Photo CD and Philips Full-Motion CDi systems. Several models of CD-ROM units are demonstrated for both MS DOS and Macintosh. Interactive videodiscs using computers and bar code readers are also shown; and videotape, electronic mail, online data services (including Internet), and closed-captioned decoders are all on display.

NLE's Center provides periodic programs on the use of technology in education. Special presentations and demonstrations are arranged on request. Tours of the facilities and demonstrations of materials are given for visiting educators and the public. Center staff work with school systems, software publishers, and vendors to arrange special demonstrations related to individual school system needs. The Center does not evaluate, recommend, or endorse hardware or software, nor does it lend software or equipment. Equipment is used solely for demonstration.

Resource Sharing and Cooperation

NLE is planning to develop and maintain a network of national education technology and related resources. The network will:

- Promote greater cooperation and resource sharing among education and library professionals, policy-makers, the public, and other providers and repositories of education information in America; and

- Apply information science, computer, and telecommunications technologies for the enhancement of education information dissemination.

NLE has established an internal team with representation from each NLE component. The team has begun to build a list of organizations and identify key advisors, a broader set of groups to consult, and potential cooperating partners, including the other national libraries, library associations, education associations, university libraries with major education collections, state departments of education and library agencies, federally funded technical assistance centers and information clearinghouses, the Government Printing Office, and the National Archives and Records Administration.

Team members have contacted the other national libraries and held introductory conversations with some associations. Progress has been slower than expected because of team members' other high-demand duties, particularly in the areas of Internet services, 800-number customer service, and publication request fulfillment.

The team intends to meet with the groups listed above to learn how they have addressed the resource sharing challenge and their view of leadership, coordination, and facilitation roles to be played by NLE. The team will develop short- and long-range plans. The recommended strategy will probably combine at least one procurement with an array of arrangements with other libraries and partners, NLE-initiated activities, and NLE joining activities already underway.

An introductory meeting with the Special Libraries Association in October 1995 indicated that NLE's Internet presence, which includes an NLE home page and pointers to numerous other library resources on the Internet as well as the Department of Education's main World Wide Web and Gopher servers, was an excellent start. An "Education Resources Directory" project has been initiated to provide Internet access to a database of national, regional, and state resources, including education clearinghouses, technical assistance centers, state departments of education and library agencies, and specialized services.

Publications/Public Relations

NLE publishes a bi-monthly newsletter, *New at NLE*. The newsletter is distributed throughout the U.S. Department of Education and to a special NLE mailing list of about 350 librarians and other interested parties. The newsletter typically includes a recent acquisitions list as well as what is new in INet (Internet), ERIC, and the Technology Resources Center. A selected bibliography on issues of current interest and other useful and newsworthy information for library users are also included.

Last year, the Library produced a commemorative poster, bookmarks, rolladex cards, information/fact sheets, customer service forms, overheads, Library orientation materials, briefing packages, and various announcements for Library events. In the fall of 1995, an Open House was held to officially dedicate the new national library and to present the commemorative poster.

As part of its public relations effort, Library staff write and submit articles to Department publications as well as to library and education journals, the *Bowker Annual*, and other media outlets. Two articles were recently published: one in *American Libraries* (November 1995) and one in the *Journal of Academic Librarianship* (November 1995). NLE packets of materials are routinely provided for the annual American Libraries Association conference and numerous other education exhibits and conferences. In collaboration with other OERI offices, a new exhibit booth was purchased for this purpose.

The Library is represented on the OERI Media Products Team (MPT). MPT members share their individual office publications plans and attempt to coordinate them in an annual overall OERI plan.

Outreach and Special Projects

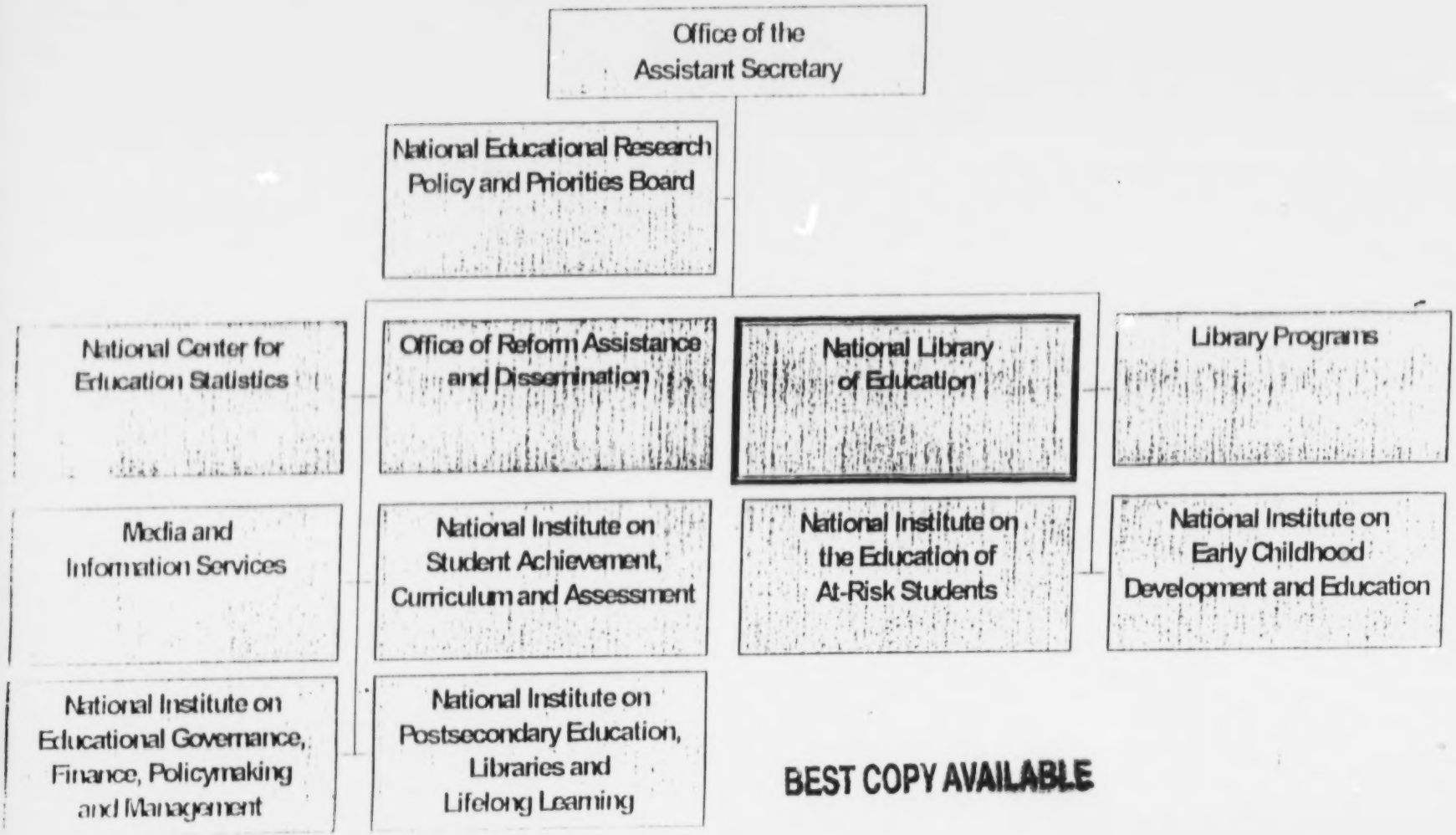
Briefings and Seminars. Throughout the year, NLE offers a variety of customized briefings, seminars, and orientations to both internal and external groups. These briefings can center exclusively on the services of the Library itself or incorporate information and expertise from OERI. Recently, Library staff have designed, organized, and conducted briefings for groups as diverse as the National Education Association, official delegations from Mexico and the Republic of Korea, a group of doctoral students from Virginia Tech, and many others.

Lecture Series. NLE sponsors a quarterly lecture series entitled "Libraries, Research, and Technology."The lectures feature nationally-known experts who discuss the latest developments in technology, education, and research and the impact of these developments on teaching, learning, and the transmission of knowledge in the Information Age. All lectures are open to the public, especially teachers, parents, students, librarians, and federal employees.

Collaborative Projects Between NLE and the School District of Philadelphia. Since March 1995, the School District of Philadelphia and NLE have worked together extensively on many projects. During the course of this partnership, staff from both organizations designed and conducted focus groups on the changing role of school librarians, the importance of technological innovation and training for all members of the school community, and the value of partnerships. In addition, through collaborative efforts with various university consortia in Pennsylvania, NLE and the School District of Philadelphia offered training sessions to more than 200 Philadelphia school librarians and designed two graduate information science classes that can be given via satellite and over the Internet.

One of the outstanding characteristics of the products and ideas designed by the partnership between the School District of Philadelphia and NLE is their applicability and replicablity for other school districts. Already, other school districts have expressed interest in developing similar partnerships with NLE.

Office of Educational Research and Improvement


Office of the Assistant Secretary
National Educational Research Policy and Priorities Board
National Center for Education Statistics
Office of Reform Assistance and Dissemination
National Library of Education
Library Programs
Media and Information Services
National Institute on Student Achievement, Curriculum and Assessment
National Institute on the Education of At-Risk Students
National Institute on Early Childhood Development and Education
National Institute on Educational Governance, Finance, Policymaking and Management
National Institute on Postsecondary Education, Libraries and Lifelong Learning

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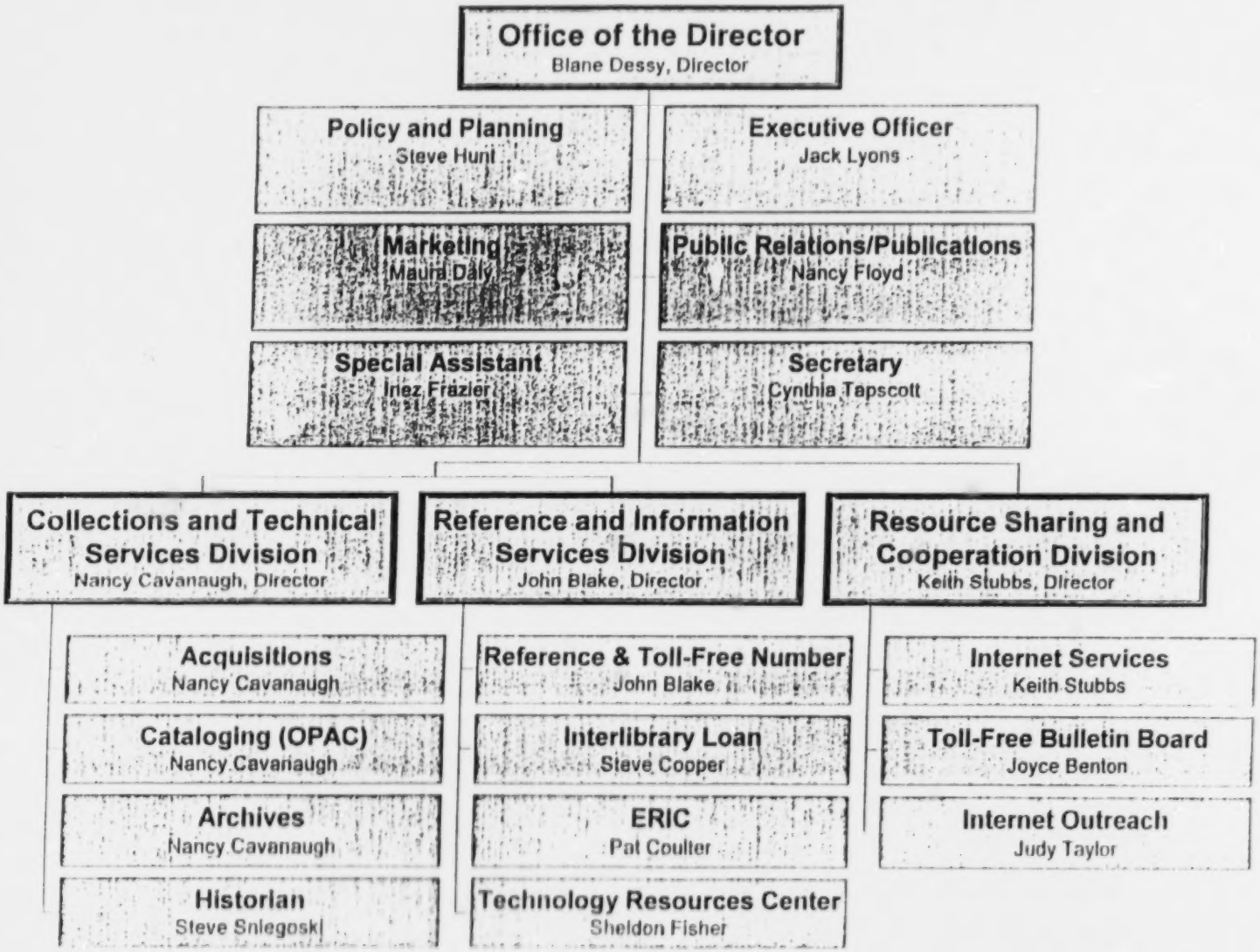
National Library of Education



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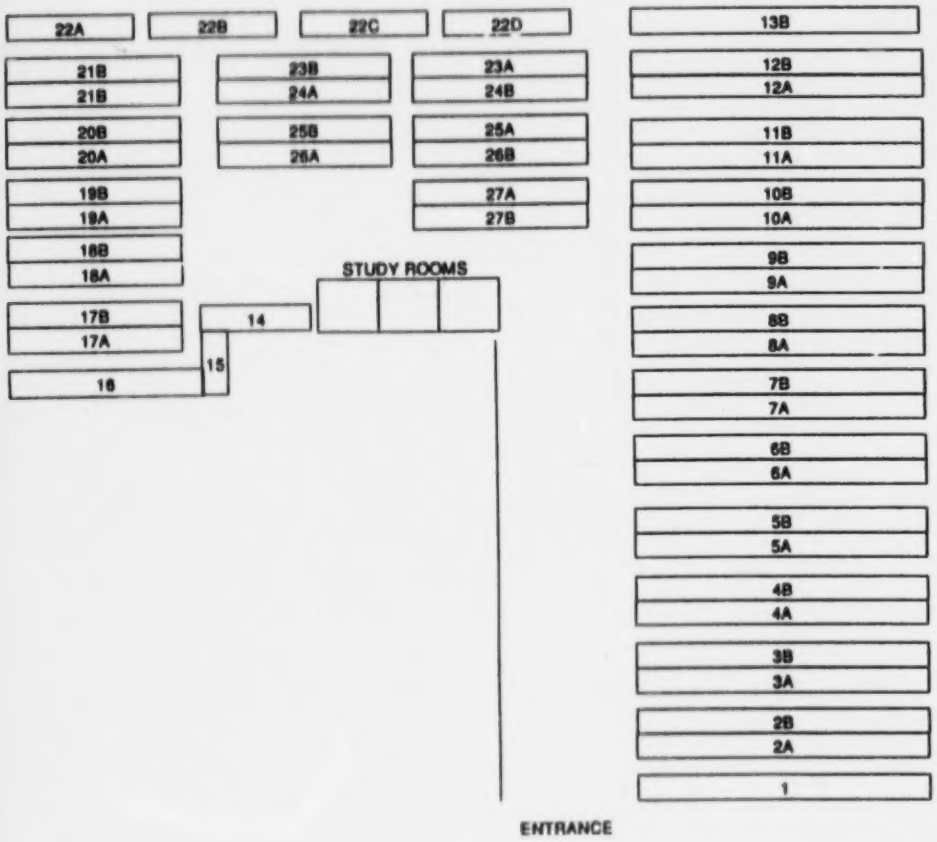
National Library of Education
Map of the Stacks



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Periodicals

1	AACT Bulletin—American Journal of Psychology
2A	American Journal of Sociology—Biometrics
2B	Biometrics—The Clearing House
3A	The Clearinghouse Review—Curriculum Review
3B	Curriculum Review (cont.)—Educational News
4A	Educational Outlook—The Gallup Report
4B	The Gallup Report (cont.)—Industrial Arts and Vocational Education
5A	Industrial Arts and Vocational Education (cont.)—Journal of Alcohol and Drug Education
5B	Journal of American College Health—Journal of Cross-Cultural Psychology
6A	Journal of Curriculum Studies—Journal of Health, Physical Education, and Recreation
6B	Journal of Higher Education—Journal of School Health
7A	Journal of School Psychology—Library Research
7B	Library Resources and Technical Services—National Forum
8A	National Education—The Pedagogical Seminary
8B	The Pedagogical Seminary (cont.)—Public Interest
9A	Public Interest (cont.)—Research in the Teaching of English
9B	Research News—The School Counselor
10A	School Effectiveness and School Improvement—Science Education
10B	Science Education (cont.)—Society for Applied Learning Technology Newsletter
11A	Society for the Promotion of Engineering Education Bulletin—Teaching Political Science
11B	Teaching Sociology—University of Kansas Bulletin of Education
12A	University of Michigan Journal of Law Reform—Youth Reporter
12B	House and Senate Hearings

Books

14	AC5–AY59	General Works
15	AY64–BF412	Philosophy, Psychology
16	BF431–E176 W643 81-82	Religion, History
17A	E176 W643 83–84–H62 O73	Geography, Anthropology, and Recreation
17B	H62 P32–HD5765	Social Sciences, Economics
18A	HD6053–HM101 O3	Social Sciences
18B	HM101 O4–HQ1421	Sociology
19A	HQ1426–JK1012 A44	Sociology, Political Science
19B	JK1012 A44 1982–L106 1967 W73	Political Science, Law, Education (General)
20A	L106 1967 W76–L901 P73	Education (General)
20B	L901 Q14–LA379 A13	History of Education
21A	LA380–LB1027 C3	History, Theory, and Practice of Education
21B	LB1027.C37–LB1050 R3	Teaching (Principles and Practice)
22A	LB1050 R32–LB1139 L3 C37	Theory and Practice of Education-Child Study
22B	LB1139 L3 C45–LB1603	Preschool-Elementary School
22C	LB1607–LB2322 C66	Secondary Education-Higher Education
22D	LB2322 F6–LB2342 U49 76-77	Higher Education
23A	LB2342 U49 77–78–LB2806	Higher Education Administration
23B	LB2806 E43–LB3060.3	School Administration and Organization
24A	LB3060.32 C74–LC1045 T65	Special Aspects of Education
24B	LC1045 T75–LC4036	Types of Education
25A	LC4036–LC5146	Education-Minorities
25B	LC5215 K59–PS509 F27	Adult Education, Fine Arts, Literature
26A	PS551.L55–RJ499 S49	American Literature, Science, Medicine
26B	RJ499 T53–Z675.U5 A47	Pediatrics, Agriculture, Technology
27A	Z675.U5 A325–Z1033.M5 G8 1970	Libraries and Library Science
27B	Z1033.M5 G8 1978–Z8547	Bibliography

National Library of Education
Collection Development Policy

Contents

Outline

Introduction

Mission 1

Purpose 2

Coordination 3

Currency 3

Consistency 3

Statement of Scope and Collecting Levels 3

LC Classification 4

Government Documents, Department Publications 5

Collection Management Considerations 6

National Library of Education
Collection Development Policy

POLICY STATEMENT

MISSION OF THE NATIONAL LIBRARY OF EDUCATION

The National Library of Education (NLE) was established within the Office of Educational Research and Improvement by Public Law 103-227 on March 31, 1994. As stated in the law, the mission of the library shall be the following:

(1) become a principal center for the collection, preservation, and effective utilization of the research and other information related to education and to the improvement of educational achievement;
(2) strive to ensure widespread access to the Library's facilities and materials, coverage of all education issues and subjects and quality control; have an expert library staff; and use modern information technology that holds the potential to link major libraries, schools, and educational centers across the United States into a network of national education resources.

The law stipulates that the following functions be provided:

(b) Functions of library. The functions of the Library are:

(1) to provide a central location within the federal government for information about education;
(2) to provide comprehensive reference services on matters related to education to employees of the Department of Education and its contractors and grantees, other federal employees, and members of the public;
(3) to promote greater cooperation and resource sharing among providers and repositories of education information in the United States. P.L. 103-227, Part E, Sec. 951., (b).

And in addition, the law states that the Library initiate the following service:

(d) One-Stop Information and Referral Service—The Library shall establish and maintain a central information and referral service to respond to telephonic, mail and electronic and other inquiries from the public concerning:

(1) programs and activities of the Department of Education;
(2) publications produced by the Department of Education and, to the extent feasible, education related publications produced by the Departments of Labor, Health and Human Services, and other federal departments and agencies;

(3) services and resources available to the public through the office, including the Educational Resources Information Center Clearinghouses, the research institutes, and the national education dissemination system;
(4) statistics and other information produced by the National Center for Education Statistics; and
(5) referrals to additional sources of information and expertise about education issues which may be available through educational associations and foundations, the private sector, colleges and universities, libraries and bibliographic databases. P.L. 103-227, Part E, Sec. 951., (d).

PURPOSE OF POLICY

This Collection Development Policy (CDP) is intended to accomplish the following: to address and to identify the current and future information needs of the U.S. Department of Education and of the education community.

It is intended to assist staff in the planning and development of a broader and more comprehensive collection that reflects the recent designation as a National library, and to guide selectors in choosing materials for the collection. Specifically, recent developments such as the reorganization of OERI, designation of ORAD as the office for dissemination and reform functions, the identification of the Institutes and the stated emphasis on initiation of cooperative partnerships with other principal offices of the department, also necessitate the formulation of a responsive and progressive policy statement.

The policy will clarify how the Library will support the work of these newly authorized entities, and investigate types of materials and levels of collecting intensity. It is intended to define the scope of the collection and the level of coverage for the areas defined as being within the scope.

The policy will address some of the issues of technology, such as the need to balance electronic resources, electronic access, Internet access, digitizing materials, incorporation of online services, and to continue to provide materials in traditional formats.

During the development of the policy statement, various measures used in the development of CDP statements were reviewed. The conspectus approach, first used by the Research Libraries Group was particularly relevant. The development of the NLE will involve several stages and will include both a review of Current Collection Intensity, (CCI) and development of a Desired Collecting Intensity, (DCI).

COORDINATION

The NLE will also consider both the resources and the collection policies of the Library of Congress (LC), the National Library of Medicine (NLM), and other libraries, federal, academic, and special, as well as the availability of collection access provided by electronic means. The NLE will initiate contact with such entities, and investigate ways and means of collaborative collection development, and resource sharing.

CURRENCY

The NLE will acquire and provide access to materials to support research and practice in the broad fields of education. The goals of the policy are: (1) acquire materials to support research and priorities of the Department and educators; (2) anticipate collection needs based on current and new Department programs, and new developments in the field of education; (3) develop and maintain a solid core collection to support ongoing research and practice. Since the priorities of the Department are subject to change, the policy will be a responsive and dynamic plan. The staff of NLE will be charged with identifying Department activities and interests, and incorporating them within the policy. The ability of the NLE to accomplish the stated goals and to develop a comprehensive education collection will require both resources and a certain period of time. The development of comprehensive, in-depth coverage of major subject areas, as well as less comprehensive collections in related areas, may be affected both by budget and staff constraints.

CONSISTENCY

The policy will reflect the changing priorities of the Department users. The policy will be systematically reviewed to insure that current needs will be addressed. However, the policy must retain a consistency to prevent a disruption in collection development. The policy will direct the process of identifying materials, acquiring and making them accessible to the users as a coherent collection, and discarding the materials when appropriate in a systematic and cost effective way.

STATEMENT OF SCOPE AND COLLECTING LEVELS

As a newly designated national library, the NLE will acquire information on education and related subject areas in a comprehensive manner. The Library will attempt to include all significant monographs in the field of education and reference materials in all areas deemed necessary by Library staff. The ability of the Library to achieve comprehensive coverage in these areas may be limited by budgetary or staff constraints. The library will not attempt to collect items such as modern textbooks, or other instructional materials used in elementary and secondary schools.

The four levels of collecting intensity used to indicate the breadth and depth with which materials are collected in various subject areas are:

A. Basic Level—A highly selective collection that serves to introduce and define subjects and to indicate the varieties of information available elsewhere. Included are major dictionaries and encyclopedias, handbooks, selected editions of important works, compilations of primary sources, historical surveys, bibliographies, and general periodicals. The aim is introductory coverage of general topics.

B. Study Level—This collection level supports extended study and reference services in education and related topics. This includes major published primary and secondary source materials for initiating independent studies and position papers, but of less than research intensity. Reference tools include major government documents, including the resources of a depository library collection, and online access to a broad array of data bases, a significant number of monographs, prize-winning children's literature, and historical materials.

C. Research Level—This level includes major published source materials in education including research reports, new findings, scientific and experimental results, and other information useful to education researchers. Also included are all important general reference works and a wide selection of specialized monographs, as well as an extensive collection of journals, notably important education journals and major abstracting and indexing services (print, CD-ROM or online formats) in the field. Collecting is done on both a current and retrospective basis.

D. Comprehensive Level—The comprehensive collection level serves the independent and advanced needs of researchers, and includes current publications of research value and such retrospective publications as are deemed desirable and are procurable. It includes all important or useful works in the fields of education, educational psychology, and human development that are published in the English language. No chronological or geographic limits are set.

LC CLASSIFICATION

Those areas of the Library of Congress Classification where comprehensive collection is stressed include:

L Education (General)

LA History of Education
Education-History-Sources
Education-Philosophy
Civilization-History

Education-Philosophy-History
Education-Experimental Methods
Educational Psychology
Educators

LB Theory and Practice of Education, especially Education in the United States

LC Special Aspects of Education

LT Textbooks (Historical)
Textbooks-Education-United States-History

Q Statistics and Statistics Methodology

Z Books (General Reference)
Book Industries and Trade
Libraries
Bibliography

This collection type differs from the research level in that there is more comprehensive collecting of primary and secondary sources, and "special collections" may also be acquired in these subject areas.

Initially, the comprehensive collection will specifically focus on developing coverage and collections in the newly designated areas identified during the recent reorganization of OERI. Current works of research and retrospective materials as required and available will be identified in the following broad subject areas to improve support for Library Programs (LP), the National Center on Education Statistics (NCES), Office on Reform and Assistance and Dissemination (ORAD), and to support the work of the five newly created Institutes. The collection areas will include such subjects as those listed below:

Assessment
Academic achievement
Early childhood education
Postsecondary education
Libraries
Statistics
Dissemination
Policy, governance and finance
Children at-risk of education failure
Life-long learning

GOVERNMENT DOCUMENTS/DEPARTMENT PUBLICATIONS

The NLE is a Government Depository Library and as such maintains collections of official government publications as designated. Materials on education, and materials on the activities of other departments, especially interagency activities with such departments as Labor, Interior and others are actively collected. The NLE acquires and retains copies, print and

microform, and soon will provide online access to such materials through GPO Access, for both reference and archival purposes.

The NLE also provides legislative reference service through the main and the Satellite Library. This office collects materials to reflect the legislative history of the department, to identify and preserve archival materials, and to support the work of the principal offices of the department. Currently, an on-going analysis of how to maintain current and previous congressional materials, slip laws, committee materials, as well as how to incorporate and provide new online services, such as GPO Access, are being investigated. As with other parts of the collection, the development of a systematic review and plan for preservation of materials and the transfer to microforms or digitizing is under development.

The identification of departmental publications, organizing, providing access and distribution, are additional tasks that must be addressed subsequent to the recent reorganization.

COLLECTION MANAGEMENT CONSIDERATIONS

A. ACQUISITIONS—Cost is a significant factor in the acquisition of all library materials. All requests for new materials are reviewed and prioritized by library staff. Periodical subscriptions monographs, microforms and other materials are subject to review and possible inclusion or rejection, in cases where use does not justify the expense.

B. FORMAT —Hardcover copy is the preferred format for trade books, although very expensive items and publications with an anticipated limited usage may be acquired in paperback. Paperback copies will also be acquired if hardcover copy is not available and, occasionally, if there is a need to provide additional copies of titles heavily in demand. The availability of materials electronically, such as via online services, CD-ROM formats, will also be considered and evaluated.

C. REPLACEMENTS—The Library does not automatically replace all titles when they are lost or worn out. If an item is reported missing from the collection and there is still a demand for it, the Library will attempt to replace it. The decision to replace an item takes into consideration the following criteria:

- Recommendation by library staff.
- Level of use.
- Number of copies in the collection.
- Title needed to fill a gap in the collection.
- Availability
- Availability of other works on the subject.

D. GIFTS—Gifts of materials are accepted by the Library from any source, with the understanding that the disposition of these materials is the prerogative of the Library. Gifts are added to the collection if they meet the selection criteria. Gifts that are not added to the collection are sent to the Library of Congress Exchange and Gift Division.

E. COMPLAINTS AND COMPLAINT RESOLUTION—The procedures to be followed in the event that a patron complains about or attempts to censor any item(s) in the various collections of the Library are:

- The patron will be invited to register the written complaint on the Library's Complaint Form (see Appendix 2).
- The patron will be informed that his/her written complaint will be reviewed by the Director of the Library and an advisory committee.
- The committee will be convened by the Director of the Library and will review the complaint. A written response to the complaint will be developed by the committee.

Education

L		Education (General) For periodicals, congresses, directories, etc.
LA		History of education
LB		Theory and practice of education
	51-885	Systems of individual educators and writers
	1025-1050	Teaching (Principles and practice) Including programmed instruction, remedial teaching, nongraded schools, audiovisual education, methods of study, reading (General)
	1051-1091	Education psychology
	1101-1139	Child study. Psychical development
	-1140	Preschool education
	1141-1489	Kindergarten
	1501-1547	Primary education
	1555-1602	Elementary or public school education
	1603-1695	Secondary education. High schools
	1705-2286	Education and training of teachers
	2300-2430	Higher education
	2801-3095	School administration and organization
	3201-3325	School architecture and equipment
	3401-3499	School hygiene
	3525-3640	Special days. School life. Student customs
LC		Special aspects of education
	8-63	Forms of education Including self, home, and private school education
	65-245	Social aspects of education Including education and the state, religious instruction in public schools, compulsory education, illiteracy, educational sociology, community and the school, endowments
	251-951	Moral and religious education. Education under church control
	1001-1091	Types of education Including humanistic, vocational, and professional education
	1390-5158	Education of special classes of persons Including women, Blacks, gifted and handicapped children, orphans, middle class
	5201-6691	Adult education. Education extension
		Individual institutions, universities, colleges, and schools
LT		Textbooks For textbooks covering several subjects. For textbooks on particular subjects, *see* those subjects in B-Z

Draft NLE Collection Assessment Policy

This working paper describes an evolving approach to the assessment of the current collection, and future accessionary needs, of the National Library of Education (NLE). It is based upon policies already promulgated, the recommendations of external experts as well as NLE and other OERI staff, and accepted methods of doing collection assessments.

One of the primary goals of NLE is to create a major national collection of print and electronic resources in education. This goal is mandated under Part E, Section 951(b) and (c) of Title IX of the Goals 2000: Educate America Act of 1994 (Public Law 103-227). To achieve the goal of a national collection requires NLE to examine the resources it inherits from the former OERI Research Library, the ERIC system, and the Department of Education's INTERNET facility, known as INET. The examination of these extant resources is called a collection assessment.

Purpose and Background

A Collection Development Policy has been prepared and approved as of September 27, 1994, as required by P.L. 103-227, Part E, Section 951(j). Prerequisite to implementing this policy is the conduct of a comprehensive collection assessment, which is the subject of this report. Such an assessment is necessary and justified for three reasons.

1. The implementation of a new collection development policy for NLE, as mandated in P.L. 103-227, requires an assessment of the current collection in order to plan implementation of a development strategy;

2. NLE is proposed for a substantial increase in its acquisition budget for FY 1996, and a practical collection development plan needs to be in place to guide the expenditure of acquisition funds; and

3. Assessing the collection is a standard professional practice for any library and a routine expectation of doing business and good customer service.

Scope of the Collection Assessment

Technically, under the terms of the NLE Collection Development Policy, the assessment of the current collection is called a *Review of Current Collection Intensity (CCI)*. This means that the strength (size, quality, completeness, currency) of the existing collection in the subject matter areas under the jurisdiction of NLE is examined in detail in order to determine what needs to be acquired. Potential acquisitions, both as regards weaknesses to be remedied and desirable additions to adequate holdings, are then prioritized in what is

known as a *Plan of Desired Collection Intensity (DCI)*. Both the current collection and desired expansion are assessed on the basis of four levels of holdings. These are:

A. **Basic Collection.** *A highly selective collection that serves to introduce and define a subject area and to indicate what information and data may be available elsewhere. Included in basic collections are major subject area glossaries, encyclopedias, general handbooks, selected editions of important works, compilations of primary sources, historical surveys, bibliographies, general subject area periodicals, and general sources of data including on-line databases.*

B. **Study Collection.** *A collection capable of supporting extended study and reference services in a given subject area, above the level of a basic collection but insufficient for in-depth research and policy analysis. A study level collection includes, in addition to items found in a basic collection, major published primary and secondary source materials, major policy position papers, government documents of the kind located in a general depository collection, a variety of online databases, major research monographs, a selective set of prize-winning or otherwise distinguished student literature (including children's books where appropriate), and , historical materials.*

C. **Research Collection.** *A collection containing sufficient holdings and study aides to enable professional researchers and policy analysts to conduct original studies and to access most of the recent and current work being done in a given subject area. Research collections include, besides basic and study level holdings, fairly complete collections of research reports, experimental results, and research monographs; all general and many specialized reference works; an extensive collection of periodical literature; reports of major abstracting and indexing services; all standard databases in the subject area; an extensive collection of online access services related to the field; all standard and important historical works; and a good collection of public documents related to the subject, both general and specialized.*

D. **Comprehensive Collection.** *A collection that not only meets the needs of serious professional researchers and policy analysts, but also strives to provide complete access to the entire corpus of a subject area, both contemporary and retrospective (including archives). Comprehensive collections are characteristic of national depository libraries and include, in addition to the holdings expected of research collections, complete runs of current periodicals (including retrospective issues) and extensive runs of historical periodicals; all important and useful works about a given subject printed in the English language and a good collection of important or seminal works published in other languages; all important data sets and*

databases, either in print or online; and as complete a set of related public and other fugitive documents and materials as possible. Such collections have no prescribed chronological or geographical limitations of coverage.

It is the legal mandate and the policy of NLE to strive for a comprehensive collection in the field of education and related subjects.

Subjects Requiring Comprehensive Collections

The NLE Collection Development Policy defines education as including all of the subclassification headings under the Library of Congress Classification code "L," which corresponds to Education, plus two others. NLE has established the following Library of Congress Classification codes as those for which a comprehensive collection is the policy goal:

L	Education (General)
LA	History of Education History of Education — Sources Philosophy of Education History of Civilization History of Educational Philosophy Experimental Methods in Education Educational Psychology Educators, Biography
LB	Theory and Practice of Education
LC	Special Aspects of Education, A-Z
LT	Textbooks (Historical) Textbooks — United States, History
Q	Statistics and Statistical Methodology
Z	Books (General Reference) Book Industries and Trade Libraries Bibliography

Comprehensiveness is also the goal for other subject matter areas which are directly related to the mission authority of OERI and its component units, including:

- -- Educational and learning assessment;
- -- Educational achievement;
- -- Early childhood education and development;
- -- Postsecondary education;
- -- Adult and life-long learning;
- -- Dissemination of research products and ideas and tools for educational practitioners;
- -- Policy, governance, and finance issues relating to education;
- -- Libraries and information services; and
- -- Educationally disadvantaged and at-risk populations.

In addition to the above range of subjects, there is also the fact that NLE is mandated to provide "a central location within the Federal Government for information about education" (P.L. 103-227, Part E, Sec. 951(b)(1)) and to provide access to "publications produced by the Department of Education and, to the extent feasible, education related publications produced by the Departments of Labor, Health and Human Services, and other Federal departments and agencies" (P.L. 103-227, Part E, Sec. 951(d)(2)). This mandate requires the NLE collection to strive for a comprehensive collection of Federal documents and papers related to education, classified not only by subject but also by agency and program authority (Library of Congress Classifications J and JX).[1]

The topics arrayed above clearly include not only educational subjects, but also certain education-related aspects of other subjects, such as the social and behavioral sciences. To achieve comprehensiveness in relation to missional topics, therefore, requires NLE to establish policies to guide the assessment and collection of materials and resources outside the L, QA, and Z classifications.

Subjects Requiring Other Collection Levels

NLE needs to acquire and maintain adequate collection levels in a number of subjects related to educational research and practice. These include research disciplines in the social and behavioral sciences that are basic to educational theory and practice, subjects that are part of the educational curriculum, and key current publications and databases related to education produced by the governments of the several U.S. States and territories and of a selected list of important foreign countries whose educational, economic, and political relations with the United States justify the effort.

The subject matter relatedness of any item is a matter of professional judgement made on a case-by-case basis, but certain basic guidelines and rules are useful to the process. Useful

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[1] Classification J includes Federal domestic documents from the Executive and Legislative Branches of Government; Classification JX includes bilateral and multilateral treaties and other agreements of which the United States is a party, many of which contain provisions relating to educational issues.

guidelines include prior determination of which topics and subtopics carry a presumption of relatedness to education, and which do not. Potential acquisitions under topics and subtopics presumed to be related will have a higher priority, require more attention to currency and updating, and will justify broader and deeper collections than will acquisitions under less related topics. Within these broad guidelines should be established rules that assist the process by suggesting a logical order for making acquisition decisions. For example, it may be useful to require that lists of potential acquisitions for any topic be prioritized as to essentiality (How vital is it for that subject?), availability (Can this item be acquired anytime, sometimes, or only now?. Is it easily available somewhere else?), cost/benefit (How expensive is it versus value added?), demand (Is it widely used within its field and/or in general?. Is it time-sensitive?), and appropriateness (Does it represent a subject that is related or unrelated to mission?).

Subjects related to the core collection and service missions of NLE include those listed above for which NLE is required to aim for comprehensiveness. Everything within these subject areas is a high priority, and the chief limitations on acquisitions are related to budget constraints and available space, plus decision rules pertaining to individual cases, such as item quality and demand. For other subjects, relatedness may be operationalized in two ways. First, there is the overarching question of whether the subject itself is in any sense within the NLE scope of mission. For example, a general subject like engineering is not within the NLE scope of mission, but the subtopics of engineering education and continuing professional education are. Second, once a subject or portion thereof has been determined to lie within the NLE scope of mission, there is the added question of the level of collection that is appropriate. Obviously, that level will not be comprehensive if the subject is not included among the comprehensive subject classifications. The remaining choices are to collect at the general, study, or research levels.

General Collection Level

Subject Matter Being Taught. NLE needs to acquire and maintain a general level collection for ***each subject matter area forming part of the academic, vocational, and professional curricula offered by U.S. schools, postsecondary educational institutions, and other education and training providers***. General collections in these areas exist to inform users of NLE about the various subjects taught in schools, colleges, universities, and other settings, including descriptive information such as general theory, history, definitions and terms, and organization. Detailed information on a given subject matter area would require referral to one or more specialized libraries outside NLE. A general collection on the range of educational offerings will complement the more focused collections on teaching practices and theory by enabling Department staff and other users to refer to basic contextual knowledge concerning what is being taught.

The specific subject matter areas requiring general collection intensity may be defined by consulting standard reference lists of programs and subjects offered in PK-12 education and

in postsecondary and adult education. These lists include the general, academic, and occupationally specific programs contained in the National Center For Education Statistics' *Classification of Instructional Programs: 1990 Edition*[2] (general and postsecondary education); *Standard National Course Classification System*[3] (secondary education); and the subject specialization areas contained in the *Student Data Handbook* and *Staff Data Handbook*.[4] The latter guides were created by NCES and the Council of Chief State School Officers (CSSO) to govern data collections at the PK-12 grade levels. In addition, occupational training, especially continuing education, may be defined by reference to the specific occupations listed in the *Standard Occupational Classification Manual*.[5] Together, these resources provide accurate, current, and complete coverage of the subject areas for which education and training are offered and thus for which NLE requires general collection levels.

General Reference. In addition to the above subjects, there are some basic categories of reference material that NLE should obtain but that need not be above a general collection level. These categories include general reference works, popular newspapers and periodicals, encyclopedias and dictionaries (other than subject-specific), and maps and

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[2] Robert L. Morgan, E. Stephen Hunt, and Judith E. Carpenter, *Classification of Instructional Programs: 1990 Edition*, NCES 91- (Washington: National Center for Education Statistics, 1991). This Federal data standard contains listings and descriptions for the instructional programs offered in the United States at the secondary and postsecondary educational levels.

[3] Denise Bradby, Karen A. Levesque, Robin R. Henke, and Gerald Malitz, *A Pilot Standard National Course Classification System for Secondary Education*, NCES 95-480, (Washington: National Center for Education Statistics, January 1995). This guide provides a listing and descriptions for the subjects, arranged by courses, that form parts of U.S. secondary school instructional programs.

[4] Barbara S. Clements, Council of Chief State School Officers (CSSO), and Gerald Malitz, *Staff Data Handbook: Elementary, Secondary, and Early Childhood Education*, NCES 95-327, (Washington: National Center for Education Statistics, January 1995); and Barbara S. Clements, Council of Chief State School Officers (CSSO), *Student Data Handbook for Early Childhood, Elementary, and Secondary Education*, NCES 94-303, (Washington: National Center for Education Statistics, June 1994). These handbooks contain, respectively, listings of the subject areas for which teachers are certified and which students take. They should be used in conjunction with both CIP-90 and the Pilot National Secondary Course Classification.

[5] Milo Peterson, et. al., Office of Federal Statistical Policy and Standards, *Standard Occupational Classification Manual: 1980*, No. 332-946-80, (Washington: U.S. Department of Commerce, October 1980). This Federal data standard contains listings of every recognized occupation in the U.S. economy, including professional occupations requiring advanced education and training. It should be used for classifying job-related educational and training programs offered outside educational institutions, and for continuing professional education programs offered both by educational institutions and other providers.

For a determination of the educational level required for entering a particular occupation, refer to Alan Eck, Geof Gradler, and Kurt Schrammel, *Occupational Projections and Training Data: 1994 Edition, Statistical Research Supplement to the 1994-95 Occupational Outlook Handbook*, Bureau of Labor Statistics Bulletin No. 2451, (Washington: U.S. Department of Labor, May 1994).

atlases (other than subject-specific). These general subjects are covered by the following Library of Congress Classifications:

AC Collections and Series (General)
Monographs and Essays
Other Collections

AE Encyclopedias (General)

AG Dictionaries and Other General Reference Works

AI Indexes (General)

AN Newspapers (General)

AP Periodicals (General)

AS Academies and Learned Societies (General)
- including International Associations

AY Yearbooks, Almanacs, and Directories
Almanacs

CB History of Civilization (General)

CT Biography (General)
Collective Biographies
National Biography
Biography of Women

G Geography (General)
Atlases
Globes
Maps

General collection subjects, while not covered in any depth, are essential to providing full customer service for users. Certain other subject areas are important to fulfilling the NLE collection authority and require coverage above the general level, but not at a comprehensive level. The difference between subjects collected at the study and research levels has to do with three factors: (1) relatedness to the missions of OERI and ED as served by NLE; (2) practical ease and expense of acquisition on a regular basis; and (3) availability elsewhere.

Study Collection Level

Subjects collected at the study level include two types of resources: (1) those pertaining to topics that educators and Federal officials are expected to be familiar with but that are not directly related to educational research; and (2) those topics that are related to the educational research mission but that cannot and need not be collected at a more intensive level due to reasons of availability and duplication.

Related Topics and Subtopics. Category 1 study collection subjects include topics pertaining to general research in the social and behavioral science disciplines; general research in the humanities disciplines; topics related to human growth and development in the natural and health sciences; and ancillary professional topics in fields like communications and management. The Library of Congress Classifications that pertain to these subjects include:

AM Museums (General)
(Subclassifications relating to the training of museum professionals, the educational function of museums, and important museum establishments related to education, including: Museography, Individual Museums, Museology.)

AY Yearbooks, Almanacs, and Directories
(The Directories subclassification, since these resources provide important addresses and telephone numbers of organizations and associations, as well as other useful data.)

AZ History of Scholarship and Learning
(The Humanities subclassification is relevant to background research in educational history, particularly higher education.)

B Philosophy (General)
(An overview collection in philosophy, its development, and its branches is important as reference background for work in other areas, particularly research methods and sociocultural behavior and attitudes. Use the History and Systems subclassification here plus others listed below.)

BC Logic

BD Speculative Philosophy
General Philosophical Works
Epistemology
Methodology

BH Aesthetics

BJ Ethics (General)

BL Religion (General)
(A study level collection in religion, particularly religious education and the historical relationship of the major religions in the United States to educational issues, is important. Use the subclassifications Mythology, Religions of the World, Religious Doctrines (General), History of Religions, and Religious Education here, plus others listed below.)

BM Judaism
Jewish Education

BP Islam
Islamic Education

BQ Buddhism
Benevolent and Social Work (Education)
Missionary Work

BV Practical Theology (Christian)
Church and State
Religious Education
Missions

BX Christian Denominations
Church Unity and Ecumenism
Eastern and Oriental Churches
Orthodox Eastern Church
Roman Catholic Church
Protestant Churches

D History (General)
(A study level collection in history, particularly of the aspects of societies, politics, and economics relevant to educational developments, is another important acquisition. Use the subclassifications Ancient, Medieval, Modern, Post-War, 1945-, Developing Countries, Eastern Hemisphere, and Europe (General) here, plus others listed below.)

DA Great Britain (General)
England (General)
Scotland (General)
Ireland (General)

DB Austria-Hungary (General)

Austria
Hungary
Czech and Slovak Republics

DC France (General)

DD Germany (General)

DF Greece (General)
Modern Greece

DG Italy (General)
Medieval and Modern Italy

DH Low Countries (General)
Belgium
Luxembourg

DJ Netherlands (General)

DK Eastern Europe (General)
Former Soviet Union
Poland

DL Northern Europe, Scandinavia (General)
Denmark
Iceland
Norway
Sweden
Finland

DP Spain and Portugal (General)
Spain
Portugal

DQ Switzerland (General)

DR Balkan Peninsula (General)
Bulgaria
Romania
Turkey
Albania
Former Yugoslavia

DS Asia (General)
Islamic World
Arab Countries (Including North Africa)
Israel and the Jews Outside Palestine
Iran
Southern Asia and Indian Ocean Region
India
Pakistan
East Asia, The Far East
China
Japan
Korea
Southeast Asian Countries

DT Africa (General)
North Africa
Central, Sub-Saharan Africa
Eastern Africa
West Africa
Southern Africa

DU Oceania (General)
Australia
New Zealand

E History: America (General)
North America
Indians of North America
United States (General)
Elements in the U.S. Population
Colonial U.S. History
Revolution
Revolution to the Civil War
Civil War
Late Nineteenth Century
Twentieth Century

F America Except United States (General)
Canada
Mexico
Latin America (General)
Central America
West Indies
South America (General)

H Social Sciences (General)
(Most social sciences acquisitions will need to be at the research level, but a study collection in the development and content of the social sciences as fields of inquiry is nonetheless important.)

HE Transportation and Communications
(Subclassifications relating to the development and use of electronic communications systems, particularly their educational applications, including: Telecommunications Industry, Radio and Television Broadcasting, Telephone, and Artificial Satellite Telecommunications)

R Medicine (General)
(A study level collection on the subclassification of Medical Education is necessary for complete coverage of all education-related topics. Further detail is unnecessary in view of the highly specialized nature of the topic and the existence of the National Library of Medicine.)

TT Handicrafts, Arts and Crafts
(Subclassifications relating to arts and crafts education, including: Manual Training, School Shops.)

TX Home Economics
(Subclassifications relating to topics in food and nutrition studies pertaining to human growth and development, and to the provision of food in institutional settings, including: Nutrition, Foods and Food Supply.)

U Military Science (General)
(A study level collection on the subclassification of Military Education and Training is necessary for complete coverage of all education-related topics. Further detail is unnecessary in view of the highly specialized nature of the topic and its limited relationship to civilian education.)

V Naval Science (General)
(A study level collection on the subclassification of Naval Education and Training is necessary for complete coverage of all education-related topics. Further detail is unnecessary in view of the highly specialized nature of the topic and its limited relationship to civilian education.)

W Medical Profession (General)
(See Medicine, above.)

WZ History of Medicine
(See Medicine, above.)

Domestic Public Documents. Category 2 study level subjects include subcollections of important public documents related to education and training issued by State, local, and foreign governments. It is not feasible to maintain a comprehensive collection of non-federal public documents and data sets for various reasons, among the chief ones being access (some materials are restricted); availability (many resources are either fugitive or simply not catalogued or assigned publication or budget codes to make them traceable); relevance (many of these documents and products would not be important to NLE or the missions it serves); expense (acquiring these documents is not always worth the cost of the search or the price demanded for them); and duplication of services (States, many localities, international organizations, and foreign governments possess their own libraries and archives). Nevertheless, there are valid justifications for maintaining a basic collection of non-federal public information resources.

- NLE is required to maintain a comprehensive collection of Federal resources related to education, and it is logical for this to be complemented by a less comprehensive but important collection of essential non-federal public resources;

- Federal and nonfederal policymakers and experts, and practitioners and citizens interested in national and international developments and comparisons, have a need to access basic current information about education and educational policy in different States, localities, and countries, as well as activities engaged in by domestic and international governmental organizations.

- There exists no alternative Federal or national resource center for collecting such information and making it readily available, a service which NLE is equipped to perform by virtue of its missional authority; and

- The maintenance of a selective collection of current information and data from State and local governments across the United States, and overseas, is essential to effective national public information service in a Federal system where education is a decentralized activity which is often influenced by the exchange of ideas and initiatives across jurisdictions and across the globe.

State governments are the key players in the governance and regulation of American education at all levels. Federal activities in education are closely linked with those of the States, and this relationship will continue. It is important, therefore, for NLE to provide its

Federal customers, and others, with a good source of information on ***current education-related laws, policies, procedures, and programs at the State level and in important localities***. NLE should strive for a study level collection that concentrates on key State legislation, regulations, policies, and publications. The collection should be kept current, but truly important historical materials could be considered. State initiatives in response to, or anticipation of, Federal action should be a particular focus of this collection. Major publications, such as annual reports and descriptions of important initiatives in areas like educational reform, should likewise be collected from local educational districts.

NLE should operationally define "State governments" to mean the 50 United States, and also include the District of Columbia, Puerto Rico, Guam, the U.S. Virgin Islands, and the Pacific Trust Territories. Within each State government so defined, NLE should concentrate on documents from State Departments of Education, State Higher Education Agencies (where there is such a separate entity), State Community College Agencies (where there is such a separate entity), and State professional licensing agencies (for policies on work-related training and continuing education).

"Local educational districts" should be defined to include the urban school districts counted within the Council of Great City Schools (CGCS), whose members include most of the major metropolitan areas within the United States. As of 1995 the members of CGCS were:

Atlanta, GA
Baltimore, MD
Birmingham, AL
Boston, MA
Broward County, FL (Fort Lauderdale)
Buffalo, NY
Chicago, IL
Cleveland, OH
Columbus, OH
Dade County, FL (Miami)
Dallas, TX
Dayton, OH
Denver, CO
Detroit, MI
El Paso, TX
Fresno, CA
Houston, TX
Indianapolis, IN
Long Beach, CA
Los Angeles, CA
Louisville, KY
Memphis, TN
Milwaukee, WI
Minneapolis, MN
Nashville, TN
New Orleans, LA
New York, NY
Newark, NJ
Norfolk, VA
Oakland, CA
Oklahoma City, OK
Omaha, NE
Philadelphia, PA
Phoenix, AZ
Pittsburgh, PA
Portland, OR
Providence, RI
Rochester, NY
St. Louis, MO
St. Paul, MN
Sacramento, CA
San Diego, CA
San Francisco, CA
Seattle, WA
Toledo, OH
Tuscon, AZ

Washington, DC

In addition to the CGCS member metropolitan areas, it is proposed that the following additional urban areas be included. These are urban areas defined by the U.S. Bureau of the Census as principal cities within Metropolitan Statistical Areas (MSAs) which have a current (1994 data) population of approximately one million inhabitants or more. They are not members of CGCS but similar in size to member cities. The list of additional principal cities includes:

Albany — Schenectady - Troy, NY
Austin — San Marcos, TX
Bergen — Passaic, NJ
Charlotte — Gastonia, NC
Cincinnati, OH
Fort Worth — Arlington, TX
Grand Rapids — Muskegon — Holland, MI
Greensboro — Winston-Salem — High Point, NC
Greenville — Spartanburg — Anderson, SC
Hartford, CT
Honolulu, HI
Jacksonville, FL
Kansas City, MO-KS
Las Vegas, NV-AZ
Orange County, CA (Greater Los Angeles)
Riverside — San Bernardino, CA
Middlesex — Somerset — Hunterdon, NJ
Monmouth — Ocean Counties, NJ
Nassau — Suffolk Counties, NY
Newport News, VA (added to Norfolk)
Virginia Beach, VA (added to Norfolk)
Orlando, FL
Raleigh — Durham — Chapel Hill, NC
Richmond — Petersburg, VA
Salt Lake City — Ogden, UT
San Antonio, TX
San Jose, CA
Tampa — St. Petersburg — Clearwater, FL
West Palm Beach — Boca Raton, FL

Rural and tribal school districts should also be covered under the heading of local school districts, particularly in regard to special programs and innovations intended for such schools or emanating from them. Both areas are directly mentioned in the OERI mission authority, rural education under Part C, Section 931(e)(B) and American Indian and Alaska Native education under Part C, Section 931(e)(E). Particular attention should be paid to

information and data available through the U.S. Bureau of Indian Affairs, the National Tribal Council, and the rural networks and consortia within such umbrella organizations as the American Library Association and the Council of Chief State School Officers.

International and Foreign Public Documents. The importance of international educational activity, including comparisons, to American education is a fact of modern life. The NLE is committed to developing a comprehensive collection in the area of international and comparative education because these areas fall within the scope of Library of Congress Classification code LC. However, the NLE also needs to collect a less comprehensive, but still useful, set of ***materials on education published by selected foreign governments and international organizations***. Such a collection is justified under Part E, Sections 951(b)(2) and 951(d)(1) of the OERI/NLE mission authority, which mandate the maintenance of collection resources to support U.S. Department of Education staff and activities. Those staff and activities include work on international educational programs and projects. It is also authorized under Part C, Sections 931(d)(2)(A)(iii), 931(d)(2)(D)(i)(VI), and 931(h)(1)(A) and (B), which mandate international and comparative research by the National Research Institutes on Student Achievement, Curriculum, and Assessment and Postsecondary Education, Libraries, and Lifelong Learning, respectively.

An international collection should concentrate on the topics relevant to the mission of OERI, that are primarily but not exclusively in the English language, and that do not duplicate special collections available elsewhere. Missional relevance has been discussed above in regard to authorization. Foreign language materials that should be collected include the official yearbooks, dictionaries, statistical compilations, and major policy reports pertaining to education of the countries selected for inclusion. Many of these contain English summaries. Nonduplication can best be achieved by concentrating on collecting official documents and reports from foreign governments and international organizations. Such materials are often difficult for researchers and practitioners to acquire and are appropriate for a National library to maintain. The collection should be current and not strive for historical completeness except in the case of agreements and treaties related to education of which the U.S. is or was a party.

Defining the sources for this international public documents collection should be based on the importance of the source to American educational policy, research, and practice. This may be interpreted to mean:

- International organizations conducting active work in education of which the United States is a member or otherwise obligated by treaty or agreement to participate; and

- Countries with which the United States cooperates on a large scale in educational partnerships and exchanges; which send large numbers of students and faculty to the United States and vice versa; and which are

subjects of interest to U.S. educators, parents, and students because of innovations or approaches that they have developed.

NLE should strive to collect materials from the following important and educationally relevant organizations:

European Union (EU)
International Association of Universities (IAU)
Organization for Economic Cooperation and Development (OECD)
Organization of American States (OAS)
United Nations Educational, Scientific, and Cultural Organization (UNESCO)
The World Bank (IBRD)

The United States is a member of the OECD, OAS, and World Bank; possesses an associate relationship with the EU; and maintains official commitments with UNESCO that include educational data exchange agreements implemented through the National Center for Education Statistics (NCES). Membership in the IAU is effected through U.S. postsecondary educational institutions and associations, with the U.S. Departments of State and Education playing advisory roles.

It is impractical to attempt to collect educationally related materials from all foreign countries, or even most. Countries included in the collection on a regular basis should include members of international educational organizations of which the U.S. is a partner, that have significant student and faculty exchanges (or immigration) with U.S. school districts and postsecondary institutions, and from which information is reliably obtainable.

Member states of the OECD other than the United States include:

Austria	Greece	New Zealand
Australia	Iceland	Norway
Belgium	Ireland	Portugal
Canada	Italy	Spain
Denmark	Japan	Sweden
Finland	Luxembourg	Switzerland
France	Mexico	Turkey
Germany	Netherlands	United Kingdom

All of these countries publish educational statistics on a regular basis through either a central statistical agency or an education ministry, or both. In addition, the following important European countries are either recognized observer states to the OECD or have a corresponding or applicant relationship to the European Union:

Albania	Estonia	Poland
Belarus	Hungary	Romania

Bulgaria	Latvia	Russia
Croatia	Lithuania	Slovakia
Czech Republic	Macedonia	Slovenia
Cyprus	Moldova	Ukraine
		Yugoslavia

The additional European countries listed above do not all publish information and data with the regularity of the OECD member states. It is proposed that NLE concentrate on collecting what is available, concentrating on the so-called Carpathian Group (Czech Republic, Hungary, Poland, and Slovakia) and Russia, which are the states currently most active in international organizations and the most reliable publishers of information and data.

Outside Europe, there are additional countries from which public information and data need to be obtained. Some of them are OECD member states and already listed, including Australia, Canada, Japan, Mexico, and New Zealand. The others are governed by their size, the numbers of their students and faculty visiting the United States or immigrating, and the number of U.S. students and faculty visiting them. They include:

OAS Members:

Argentina	Cuba	Jamaica
Bahamas	Dominican Rep.	Nicaragua
Brazil	Ecuador	Panama
Chile	El Salvador	Peru
Colombia	Haiti	Trinidad & Tobago
Costa Rica	Honduras	Venezuela

Others:

Bangladesh	Israel	Saudi Arabia
Cameroon	Jordan	Singapore
China	Kenya	South Africa
Egypt	Korea (South)	Sri Lanka
Ethiopia	Kuwait	Syria
Ghana	Lebanon	Taiwan
Hong Kong	Malaysia	Thailand
India	Nigeria	United Arab Emirates
Indonesia	Pakistan	Viet Nam
Iran	Philippines	

NLE should strive to create and maintain standing exchange agreements for acquiring these materials from State governments, foreign governments, and international organizations. Much information and data can also be obtained via cooperation with the United States Information Agency and the U.S. Department of State.

Research Collection Level

A research collection needs to be maintained in those research disciplines and other subjects most closely connected to educational research and the improvement of educational practice. These include psychology, general social statistics and methodology, anthropology, economics, sociology, leisure studies (which includes physical education and fitness), family and community studies, social welfare, social pathologies, and linguistics. The relevant Library of Congress Classifications are as follows:

BF Psychology
(Subclassifications relating to basic and higher order thinking and related human development topics, including: Experimental Psychology, Sensation, Cognition, Perception, Intuition, Motivation, Emotion, Will, Choice, Applied Psychology, Personality, Genetic Psychology, Developmental Psychology, Child Psychology, Temperament, and Character.)

GN Anthropology
(Subclassifications relating to educational anthropology and the study of educational, familial, and developmental practices across cultures, including: Ethnology, and Social and Cultural Anthropology.)

GR Manners and Customs
(Subclassifications relating to educational and developmental practices across cultures as well as social contexts, including: Private and Public Life, and Customs Relative to Special Classes.)

GV Recreation and Leisure
(Subclassifications relating to physical education, recreation, and sports, including: Outdoor Recreation, Physical Education and Training, and Games and Amusements.)

HA Statistics (Social Sciences)
(Subclassifications relating to social statistics relevant to educational research, including: General Social Statistics, and Census Statistics.)

HB Economics
(Subclassifications relating to topics pertinent to educational research, including: Demography and Vital Events.)

HD Economic History and Conditions

(Subclassifications relating to work force supply and demand, training and education, and licensure, including: Industrial Management, Labor Economics, and Professions.)

HF Commerce
(Subclassifications relating to human resources development, including: Personnel Management.)

HJ Public Finance
(Subclassifications relating to issues of the financing of public education, the public budgeting process, and audits, including: Income and Expenditures, Budget, Revenue and Taxation; Expenditure, Public Credit, Debts, Loans, Claims, Local Finance, and Public Accounting.)

HM Sociology
(Subclassifications relating to the sociology of education and group dynamics and behavior in educational settings, including: Sociology (General) and Social Psychology.)

HN Social History
(Subclassifications relating to the history of the identification and resolution of problems such as the provision and reform of educational services, including: Social Problems and Social Reform.)

HQ The Familiy, Marriage, and Women
(Subclassifications relating to the study of the family as a nurturing, enculturating, and developmental institution, the stages of human growth and development, and the status of women, including: The Family, Home Life, Child Study, The Aged, Women's Studies, Feminism, Life, Coping, and Everyday Living Skills.)

HS Societies: Clubs
(Subclassifications relating to organizations engaged in educational activities, including: Educational Societies and Scouting.)

HT Communities, Classes, and Races
(Subclassifications relating to the study of the community and social contexts in which education occurs, including: Urban Sociology, Rural Sociology, Social Classes, and Races and Race Relations.)

HV Social Pathology, Welfare, and Criminology
(Subclassifications relating to the study of at-risk populations and the services, including education and training, available to them, including: Social Services, Charities, Assistance and Relief, Degeneration, Substance Abuse, Alcoholism, Tobacco Habit, Drug Habits, Drug Abuse, Criminology, Penology, Juvenile Delinquency, and Punishment and Reform.)

JC Political Theory
(Subclassifications relating to the role and provision of education in democratic societies and federal forms of government, including: Nature and Concept of the State, Purpose and Functions of the State, and The State and the Individual.)

JF Constitutional History and Administration
(Subclassifications relating to the organization, administration, and politics of education at the Federal level in the United States, including: Organs and Functions of Government, Executive Branch, Cabinet and Ministerial Government, Legislative Bodies, Federal and State Relations, Political Rights and Guarantees, and Government Administration.)

JK United States Government
(Subclassifications relating to the organization, administration, and politics of education at the State level in the United States, including: State Government.)

JS Local Government
(Subclassifications relating to the organization, administration, and politics of education at the local level in the United States, including: Municipal Government and Other Than Municipal Government.)

JX International Law and Relations
(Subclassifications relating to official international activities pertaining to educational topics, including: International Organization and Foreign Relations.)

KF Law of the United States
(Subclassifications relating to the Federal and State laws and judicial decisions affecting educational activity, and the principles of law, including: Federal Law, Common and Collective State Law, and Individual State Law.)

NA Architecture
(Subclassifications relating to the planning and design of educational buildings and grounds, including: Special Classes of Buildings.)

P Philology and Linguistics (General)
(Subclassifications relating to the study of language and its relation to learning and communication, including: Psycholinguistics, Sociolinguistics, Communications, Mass Media, Philosophy of Language, Science of Language, Comparative Grammar, Style, Composition, Rhetoric, Prosody, Metrics, Rhythmics, and Lexicography.)

PZ Juvenile Literature

Q Science (General)
(Subclassifications relating to artificial intelligence and information science, including: Cybernetics and Information Theory.)

QM Human Anatomy
(Subclassifications relating to the development of the human body and brain, including: Human Embryology.)

QP Physiology
(Subclassifications relating to the structure and functioning of the brain and the effects of external substances upon it, including: Neurophysiology, Neuropsychology, and Experimental Pharmacology.)

RA Public Aspects of Medicine
(Subclassifications relating to the availability and quality of health care across different populations, the relevance of personal health care to individual growth and development and success in school, and the patterns of disease that can affect communities, families, and institutions, including: Medical Statistics, Provision of Medical Care, Medical Sociology, Public Health, Environmental Health, Transmission of Disease, Personal Hygiene, Medical Geography, and Toxicology.)

RC Internal Medicine and Medical Practice
(Subclassifications relating to the types of health care available in educational institutions and education-related activities,

including: First Aid in Illness and Injury, Neurology and Psychiatry, and Sports Medicine.)

RJ Pediatrics

RK Dentistry
(School dentistry)

RM Therapeutics and Pharmacology
(Subclassifications relating to diet and its connection to learning and health, institutional food services, inoculation against disease, the effects of medications on mental and motor behavior, and aspects of physical therapy pertaining to education, including: Diet, Diet Therapy, and Dietetics, Immunotherapy, Drugs and Their Action, and Physical Medicine and Therapy.)

RT Nursing
(School nursing)

RZ Other Systems of Medicine
(Relationship to/Effect on learning and development.)

T Technology (General)
(Subclassifications relating to the organization and analysis of work and the education and training necessary to accomplish it, including: Industrial Engineering, Operations Research, Systems Analysis, Management Information Systems, Production Efficiency, Human Factors Engineering, Work Measurement, and Methods Engineering.)

TH Building Construction
(Subclassifications relating to the construction and maintenance of educational buildings and grounds, including: Construction with Reference to Use.)

Benchmarking: Internal and External

NLE resources are presently located in four places: (1) the stacks of the former OERI Research Library and satellite; (2) the ERIC System; (3) the INET network; and (4) various fugitive files, archival collections, and working collections located around OERI and the Department of Education. Each of these will need to be included in the collection assessment. Another component of the assessment will be the policies and goals for the

collection as developed in this paper, the Collection Development Policy, and the Archive Policy. A third component will be the collections and collection policies of other major libraries, both print and virtual.

Internal Benchmarks. The subject classifications listed above, at the appropriate collection levels, are proposed as the internal benchmarks against which to assess the current NLE collection. Added to them are the goals of the Collection Development Policy, so that it and the assessment collectively and complementarily form a whole picture of collection resources and needs.

This approach will no doubt result in large discrepancies in the case of several subject areas, particularly in view of the recent minimal acquisition budgets of the former OERI Research Library. (It is expected that ERIC system holdings will be more complete than the OERI Research Library in the area of documents, but will reflect the recent foray of ERIC into books and thus be less complete in that area. The INET network will reflect both its recent vintage and its rapid growth.). It will be necessary to determine the general degree of insufficiency, however, before planning how to overcome it. The process will be complicated by the cataloging arrearage that NLE staff are now striving to eliminate. Elimination of the arrearage is proceeding at a deliberately forced pace, but the assessment should note that there exist quantities of uncatalogued items.

External Benchmarks. It is not enough to base the collection assessment on theoretically ideal collections in different subjects and at different levels. Also required are practical referents in the form of the practices and accomplishments of other major libraries at the Federal level and in the field of education.

The Federal peer libraries which are to be used in assessing both the collection and the services of NLE are the Library of Congress (LC), the National Agricultural Library (NAL), and the National Library of Medicine (NLM). Despite the relative youth of NLE and the current size and scope of its resources, it is to these peer libraries that NLE looks to frame its goals for the technical and customer services expected of a national library.

Outside the Federal Government, NLE identifies certain major libraries and groups of libraries as benchmarks for its development. These benchmarks include the standards expected of member libraries of the Association of Research Libraries (ARL), and other leading libraries serving the teaching profession and teacher education. ARL member libraries include:

Non-Institutional Members	U. of Kentucky*
Boston Public Library	L.S.U. - Baton Rouge*
Center for Research Libraries	U. of Maryland - College Park*
Linda Hall Library	U. of Massachusetts at Amherst
New York Public Library	Massachusetts Inst. of Technology
New York State Library	U. of Miami

Smithsonian Institution Libraries

Institutional Members

U. of Alabama - Tuscaloosa*
U. of Arizona*
Arizona State U.*
Auburn U. - Main Campus
Boston U.
Brigham Young U.
Brown U.
U. Cal. at Berkeley
U. Cal. at Davis
U. Cal. at Irvine
U.C.L.A.*
U. Cal. at Riverside
U. Cal. at San Diego
U. Cal. at Santa Barbara
Case - Western Reserve U.
U. of Chicago
U. of Cincinnati*
U. of Colorado at Boulder
Colorado State U.
Columbia U.
U. of Connecticut
Cornell U.
Dartmouth College
U. of Delaware
Duke U.
Emory U.
U. of Florida
Florida State U.*
Georgetown U.
U. of Georgia
Georgia Inst. of Technology
Harvard U.
U. of Hawaii at Manoa*
U. of Houston - Main Campus
Howard U.
U. of Illinois at Chicago
U. of Illinois at Urbana*
Indiana U. - Bloomington*
U. of Iowa*
Iowa State U.
The Johns Hopkins U.
U. of Michigan*
Michigan State U.
U. of Minnesota - Twin Cities
U. of Missouri at Columbia
U. of Nebraska at Omaha
U. of New Mexico
New York U.
U. of North Carolina at Chapel Hill*
North Carolina State U.
Northwestern U.
U. of Notre Dame
Ohio State U.
U. of Oklahoma*
Oklahoma State U.
U. of Oregon
U. of Pennsylvania
Pennsylvania State U. at University Park
U. of Pittsburgh - Main Campus*
Princeton U.
Purdue U. - Fort Wayne
Rice U.
U. of Rochester
Rutgers, The State U. - New Brunswick*
U. of South Carolina at Columbia
U. of Southern California
Southern Illinois U. at Carbondale
Stanford U.
S.U.N.Y. - Albany*
S.U.N.Y. - Buffalo*
S.U.N.Y. - Stony Brook
Syracuse U.*
Temple U.
U. of Tennessee at Knoxville*
U. of Texas at Austin*
Texas A & M U. - College Station
Tulane U.
U. of Utah
Vanderbilt U.
U. of Virginia
Virginia Polytechnic Inst. & State U.
U. of Washington
Washington State U.
Wayne State U.*
U. of Wisconsin - Madison*

U. of Kansas
Kent State U.*

Yale U.

(An asterisk [*] denotes the presence of a specialized graduate library in the fields of library and information science.)

In addition, NLE will benchmark its operations, including its collection, against the specialized professional libraries in the fields of library and information science maintained by graduate schools of library and information science. Most of these specialized libraries are attached to universities included in the ARL list, and those are indicated by an asterisk (*) beside their name. Other large graduate schools of library and information science not listed above include: Catholic University of America, Clark Atlanta University, Emporia State University, Simmons College, Pratt Institute, Drexel University, University of Puerto Rico - Rio Piedras, University of North Texas, and University of Wisconsin - Milwaukee.

Proposed Assessment Schedule

NLE's collection assessment is already underway with a preliminary survey of existing holdings. A working team of liaison experts from across other OERI units is being formed to provide internal advice. Major peer libraries will shortly be contacted regarding their collections. It is anticipated that detailed information will be ready by the time the Advisory Task Force convenes to provide its input.

Draft of NLE Archival Resources Policy

The National Library of Education (NLE) is required by law to engage in cooperation and resource sharing among "libraries and archives with significant collections in the area of education" in, among other things, "cooperative efforts to preserve, maintain, and promote access to items of special historical value or interest" (108 Stat. 262, Part E, Section (f)(4)). This requirement does not duplicate the standard archival policies of the federal government as set by the Archivist of the United States. What it does, instead, is require NLE to develop a portion of its overall collection policy that assures library users access to important historical information and data. Assuring such access obliges NLE to have a means for identifying such items and to take steps to maintain them in the collection rather than discarding them or relying upon document storage retrieval procedures as a substitute for a proper historical collection.

An archival resources policy, therefore, is really a policy for the acquisition, maintenance, and preservation of historical information and data about education. Developing and implementing such a policy requires NLE to:

- Identify the types of historical resources to be retained in an archival collection and the appropriate preservation requirements;
- Assess, in conjunction with the NLE Collection Assessment, the current state of the archival collection and, where necessary, develop a plan to acquire items and take any immediate conservation actions that may be necessary;
- Establish a long-term strategy for preserving the archival collection and for making it available to users; and
- Coordinate all these steps with the priorities of the mission for which NLE is responsible and with other archival collections on education outside the federal government.

Each step will be considered in turn.

Identification of Eligible Subjects and Items

Neither space nor budgetary considerations permit NLE to indefinitely retain everything it collects. Nor does the mandate under which NLE operates permit, or require, the retention of items that are already adequately housed and accessible in other archives (108 Stat. 262-263, Part E, Sections 951(j)(3) and (k)(2)). Much of the physical collection of NLE pertains to research assistance for Department of Education employees and other local users. While the collection thus occasionally duplicates items available elsewhere, such duplication is justified

because NLE is required to provide priority support to Department of Education and other Federal employees and external users who need immediate access to a working collection of educational information and data (108 Stat. 261-262, Part E, Sections 951(e)(1) and (2)). There is no reason, however, to retain items in the working collection after they are no longer current unless there is compelling need to do so.

Defining a Compelling Need to Retain Noncurrent Items. NLE collects two types of knowledge in various formats: information and data. Information may be defined, for collection purposes, as all fiction and nonfiction products other than statistics. Data may be defined as statistics, including statistical compilations and summaries as well as databases and other records. This typology suggests that separate rules on compelling need are required for each type of knowledge resource.

Information needs to be retained for so long as it is either (a) current or (b) basic and essential to the field. Certain items of information may retain their utility long after they are out of publication,[1] such as classical works, scientific findings that have not yet been superseded by new research, explications of competing theories, and items produced in areas that are infrequently or rarely researched or studied. In order to qualify as a national library and to serve its customers, NLE needs to retain historical information resources that meet these criteria.

Data need to be retained for so long as they are current, and afterwards in sufficient regular sets to enable time series analyses to be made across the life of a given database. It is improper statistical practice to discard data with no regard for the fact that historical data time series are the basis for both current calculations and future projections. The data may be retained in print or electronic formats, but they must be available. For databases that are the responsibility of the Department of Education, the frequency of retention should be every time data were collected anew, whether annual or some other time increment. For other databases, the frequency should be governed by two factors: (a) how critical the historical data are to NLE's mission and customers; and (b) how frequently the data are collected, especially in regard to changes in collection methodology that affect time series calculations.

In addition to collecting two types of items, NLE also collects all items at four different levels of collection intensity. The collection levels are discussed in detail in both the Collection Assessment Policy (Working Document 2) and the Collection Development Policy (Working Document 3). Based on the various collection levels used by NLE, the following general rules are proposed:

1. *Information items collected at the general collection level should not be retained when no longer current unless they are considered seminal works. General level data also need not be retained in time series.* General level items

[1] The term "publication" applies equally to both print and electronic products.

serve NLE customers by giving them access to essential knowledge about subjects that are not directly related to NLE's mission, and thus should not form part of the NLE archival collection.

2a. *Information items collected at the study collection level should not be retained when no longer current unless they are considered seminal works. Study level data should be retained for no more than a decade unless the database is considered essential, and in such cases the time series cut can be every 5 years.* Study level items provide NLE customers with somewhat detailed knowledge about subjects related to mission but not part of it. Such items should not form part of the archival collection unless their retention can be justified by customer demand or policy considerations, such as irreplaceability.

2b. *Domestic, foreign, and international public documents and other publications collected at the study collection level should be retained until superseded by subsequent documents and then discarded. Domestic, foreign, and international data should be treated similarly to documents.* Public documents, publications, and data collected at the study level are more related to mission than are other study level items and justify separate treatment. Such items need not be archived since they are available elsewhere, but they should not be discarded until replaced by successor items, since the object is to maintain a permanent current collection.

3. *Information items collected at the research collection level may be retained if they are seminal works, cannot easily be replaced, or enjoy high customer demand. Research level data may be retained if the database is considered essential to mission-related work within the Department of Education; the number of years and the time series cut may be individually determined.* Research level items are collected in subjects that directly support the mission of NLE and the Department of Education but that lie outside the education subject classification. Even so, there is still no need to archive such items unless their retention can be justified by customer demand or policy considerations, such as irreplaceability, since other libraries and archives specialize in those subjects.

4a. *Information items collected at the comprehensive collection level should be permanently retained in the archive collection if they are published products of the Department of Education or its predecessors. Published products of other federal agencies that are related to education should be retained for a decade and then discarded, since that time period is equivalent to two 5-year appropriations cycles. Other published items collected at the comprehensive level should be retained for 20 years or until they are superseded by a new edition or rendered obsolete, whichever is soonest. Exceptions should be individually determined based on customer demand and importance to the field*

and to the mission. Comprehensive level items are by definition directly related to NLE's mission responsibilities, and justify longer retention than do other items. A permanent archive of published Department resources is essential to its mission, as is a supporting archival collection of other federal products (108 Stat. 261, Part E, Sections 951(b)(1) and (d)(2).

4b. *Data collected at the comprehensive collection level should be treated the same as information items, with the time series cuts for nonfederal data determined individually.*

4c. *Documents and unpublished items, whether information or data, collected at the comprehensive collection level should not be retained in the archive collection unless determined to be essential to understanding and performing research services related to the mission.* NLE is not a substitute for the U.S. National Archive. General federal papers, correspondence, files, raw data, and other items that current policy require to be sent to the National Archives will continue to be sent. Routine office paperwork, drafts, and similar unfinished or unissued items are not appropriate for NLE archival retention. Similar nonfederal items should not be retained in the NLE archive. Unpublished federal items that are eligible for archiving by NLE should be limited to those having historical significance, such as signed final policy memoranda, regulations, rules, agreements, treaties, and major reports. Eligible nonfederal items would also include major unpublished reports, research papers, and compilations.

Current Archival Collection

The historical items in the NLE collection will be assessed along with the rest of the collection. There are a few observations that can be made now, however, concerning what exists.

NLE's core historical collection consists of the remaining items from the holdings of three former education libraries: the original Bureau/Office of Education Library (1867–1948); the Federal Security Agency/Department of Health, Education, and Welfare Library's education acquisitions (1949–1973); and the National Institutes of Education (NIE) Library acquisitions ((1973-1985). These collections have been combined over the years and suffered from repeated moves, consolidations, poor space, indifferent handling, and serious underfunding and understaffing. The historical collections have been augmented since 1985 by the acquisition of a small but noteworthy collection of early U.S. school textbooks and a variety of memorabilia left by successive Secretaries of Education and Assistant Secretaries of the Office of Educational Research and Improvement.

The historical collections have unquestionably been the stepchild of the library in previous years. Except for a concerted effort to rescue and consolidate the historical Bureau/Office of Education collection in 1973 when NIE was created, little attention has been paid to noncurrent items. Pre-1967 items were not entered into the OERI Research Library's electronic catalog, and the physical cards themselves were discarded after being photocopied and bound into two large reference volumes. As a result, both knowledge of what exists and access to it have been severely restricted. Only the most determined local users, who know what they are looking for, are able to use the historical collections. In addition, frequent needs to conserve space, budget cuts, and the lack of both staff interest and any perceived customer demand have contributed to the erosion of the collection. Large-scale discarding, without regard to any plan, has affected these collections to an unknown but significant degree. Except for the rare early textbook collection and a small sealed document room, there is no climate-controlled storage space. The physical condition of the bulk of the historical collections is thus largely unknown but thought to be fair to poor.

The historical collections contain a great amount of obsolete material of questionable value to NLE. Some items, such as multiple copies of out-of-date reference books and general almanacs, have no relation to NLE's mission and have been retained only because no one ever discarded them after replacements came in. Others comprise interesting but incomplete sets of historical public documents, such as school district reports and statistical abstracts. They may or may not be useful in their present fragmentary form, and a decision will need to be made as to which of them are worth retaining and endeavoring to complete. The exact extent of the collection of historical documents published or printed by predecessors to the Department of Education has yet to be determined. Items that NLE determines it cannot use need to be offered to other libraries and archives.

In summary, the inherited NLE historical collection needs to be inventoried and properly catalogued electronically. Its physical condition needs to be assessed and steps taken to halt further decay, since decayed material can neither be retained nor offered to others. Only when these steps have been taken will it be possible to assess the historical collection with a view to deciding which items to retain for the NLE archives. When that point arrives, the assessment should be done using the rules set forth in this policy document.

Establishing a Long-Term Archival Strategy

Three components comprise future NLE archival planning: (1) maintaining the portion of the current historical collection that it is decided to retain; (2) acquiring and maintaining items needed to fill out the current collection; and (3) future acquisition and maintenance of new archival items. NLE's collection assessment process will identify the current historical items to be retained as well as any gaps in that collection that need filling. Future acquisitions will be guided by the archive policy and will come from two sources, external accessions and internal transfers of eligible catalogued material to the archive collection.

A key factor influencing the archive policy will be the need to maintain and preserve the archive collection in a way that is accessible. The controlling factors in this aspect of policy will be space and budget constraints. At this stage of NLE's evolution there is no permanent resolution of either issue. Consequently, it is necessary to do contingency planning and to require that space and budget limitations be factored into the decisions on what to retain and what to acquire. NLE must assume, on one hand, that its space and budget may not improve over what is currently assigned and allocated and could get worse. On the other hand, it is necessary to plan against mission requirements and OERI policy, both of which anticipate more space and higher budgets than now exist. Several issues need addressing.

- Will the archive collection be housed separately from the main collection in its entirety, or will housing be based on technical preservation and handling needs of different types/conditions of items?
- If the archive collection is to be housed separately, will this be on site or off site?
- How will archived electronic resources be identified as such and handled by whomever (an ERIC contractor, INET, regular library collections, etc.) is to store them?
- Who or what will coordinate archive collection management?
- What conservation and security measures are needed, taking into consideration current requirements and estimated future growth?
- How should customer demand be projected, given that the current historical collection has not been easily enough available to base such a projection on past use?

Archival Cooperation and Customer Satisfaction

As suggested above, customer access and use are important considerations in determining what kind of archive service to provide. The concept of customer is two-fold, referring not only to archive users but also to cooperating libraries and archives with which NLE shares responsibility for historical resources in education. For example, the U.S. National Archives may be considered a cooperating archive in that its jurisdiction greatly reduces the scope of what NLE needs to retain. Other libraries and archives perform the same indirect assistance by serving as primary repositories for various subjects related to education and certain special collections.

However restricted NLE's archival role is thus allowed to become, it will still have an important archive collection that deserves better marketing than in the past. Users of archives

like NLE's need to be made aware of what is available and where. The NLE archive collection will need to be accessible via the online catalog, but there also needs to be guidance to other important educational archives. One way to accomplish this is to incorporate archival resource listings into the union lists, directories, and research guides that NLE is mandated to produce (108 Stat. 262, Part E, Section 951(f)). These should cover all institutions cooperating with NLE as well as NLE itself. Preparation of these resources need not be limited to NLE staff; the guides themselves are an ideal subject for a cooperative effort. In addition, NLE will probably need to prepare a guide to the use of its archive collection and how to access the various parts of it (print and electronic, on site and off site).

Draft Performance Indicators Plan for Customer Service, NLE

The following document was prepared in response to a request from the U.S. Office of Management and Budget (OMB), transmitted through the Department of Education's Office of the Under Secretary and Office of the Assistant Secretary, OERI. It incorporates information supplied to NLE's Office of the Director by our various divisions and program offices plus information that is a matter of record, and adheres to the guidelines supplied by OERI for developing customer service plans and performance indicators under the Government Performance and Review Act (GPRA).

Customer service indicators are to be the theme around which the FY 1997 budget documents present and justify proposals. Since the Department of Education's FY 1997 budget process is now on hold pending resolution of political issues surrounding the entire Federal budget, this document should be considered preliminary. It does, however, present the core of a customer service plan for NLE, and may therefore be useful in illustrating our intentions in this regard.

E. Stephen Hunt, NLE/OD

NATIONAL LIBRARY OF EDUCATION

FY 1997 Budget Proposal Narrative

I. Program Title

NATIONAL LIBRARY OF EDUCATION (NLE)

II. Authorizing Legislation

Educational Research, Development, Dissemination, and Improvement Act of 1994: Title IX, Part E, Section 951 of the Goals 2000: Educate America Act of 1994 (P.L. 103-227, 20 USC 6051).

III. Program Goals and Objectives

The mission of NLE is described in Title IX, Part E, §951(b) of P.L. 103-227 as (1) providing a central location within the Federal Government for information about education; (2) providing comprehensive reference services on matters related to education to employees of the Department of Education and its contractors and grantees, other Federal employees, and members of the public; and (3) promoting greater cooperation and resource sharing among providers and repositories of education information in the United States.

NLE's goals in fulfilling its mission include:

(1) becoming a principle center for the collection, preservation, and effective utilization of the research and other information related to education and to the improvement of educational achievement;

(2) striving to ensure widespread access to NLE's facilities and materials, coverage of all educational subjects, and quality control;

(3) having an expert staff;

(4) using modern information technology that can link major libraries, schools, and educational centers into a national network of education resources;

(5) establishing and maintaining a one-stop information and referral service capable of mail, telephonic, and electronic customer service;

(6) providing a full range of reference services, both traditional and electronic, and including counseling, training, instruction, and dissemination services; and

(7) promoting resource sharing and cooperation through establishing electronic and other networks, developing a national union list of educational serials, developing directories and other research tools, and cooperation in the preservation and accessibility of historical materials relating to education.

Goal 3 is related to all three mission priorities. Goals 1, 2, and 6 are related to mission priority 1; goals 2, 5, and 6 to mission priority 2; and goals 4 and 7 to mission priority 3. There are specific objectives under each goal that are tied to the program activities of NLE. Each program activity within NLE has a part to play in the fulfillment of each numbered goal.

The objectives proposed by NLE for FY 1997 are listed below under the goal to which they correspond.

Goal 1: A Principle Center for Education Information

1. Create a comprehensive, world-class collection.
2. Maintain and preserve the collection in all forms.
3. Develop and implement policies and procedures to guide collection development, archiving, and cooperation across NLE components and with other agency and external customers.
4. Link the further development of NLE acquisitions and services to

Goal 2: Ensuring Widespread Access and Quality Control

1. Increase public awareness of the NLE collection and services.
2. Eliminate outstanding arrearages and other material obstacles to access.
3. Fully integrate the technical services and policies of all NLE components into a comprehensive system that maximizes service while minimizing cost and duplication.
4. Develop and implement a systematic practice of surveying the NLE customer market to identify needed services, changes, and improvements to existing services.

Goal 3: Having an Expert Staff

1. Complete the training of all NLE staff in new technologies and practices necessary to achieving NLE goals.
2. Provide training and other developmental opportunities for all staff to permit professional growth.

Goal 4: Using Modern Information Technology

1. Automate NLE's technical services.
2. Enhance the telephonic and electronic aspects of NLE's reference and information services.
3. Develop new and improved electronic information services.
4. Design and implement improved electronic methods of tracking performance across NLE.

Goal 5: A One-Stop Information and Referral Service

1. Fully integrate the different information and referral services of NLE into a coordinated, efficient, and effective customer response system.
2. Increase the demand and supply factors for the one-stop service while increasing customer satisfaction with the service.

Goal 6: A Full Range of Reference Services

1. Develop and disseminate user-friendly guides to all NLE services.
2. Develop a Federal and national network of education reference support sharing based upon, but not limited to, NLE.
3. Identify and develop new and improved reference services based on customer demand.

Goal 7: Promoting Resource Sharing and Cooperation

1. Develop a national union list of education-related serials.
2. Develop and implement a program of preparing useful research tools, in both print and electronic formats, based on customer need.
3. Develop an operational cooperative network of major education libraries, archives, institutions, and other providers to work with NLE in serving the public.

The performance measures listed below under Part VII of this proposal are directly tied to the above-referenced objectives.

IV. Program History

NLE was initially authorized in 1994. During its first year it operated without a program budget (FY 1995), since the predecessor library organizations had existed only as S&E items. The INet and ERIC programs were administratively linked to NLE because all three programs serve the National Education Dissemination System (NEDS); the customer services provided by all three are interrelated and complimentary; duplication costs could be avoided since INet and ERIC already

provide information services that NLE is required to develop and provide; and the fulfillment of the NLE mission could be enhanced by the relationship without any diminution of the mission and services of INet or ERIC. Program budgets for NLE, INet, and ERIC were allotted in FY 1996 and are proposed for FY 1997 under NLE.

An Advisory Task Force as required by P.L. 103-227 is in the process of appointment and will advise OERI on the development of NLE. This program is now operational and is already successfully providing enhanced information services as required by law.

V. Sources of Evidence on Program Effectiveness

Current Sources and Measures

NLE Program. NLE's library and reference operations currently use a voluntary customer satisfaction response card displayed at its circulation desk to obtain walk-in customer feedback on the quality of service provided, and a sign-in sheet to track walk-in volume on a daily basis. Circulation and inter-library loans are manually logged. Requests for information via mail and telephone are manually tallied, as are FAX requests, and staff replies are also tallied. Publication and data tape requests are similarly recorded.

ERIC Program. AskERIC and the individual Clearinghouses and support contractors track customer service by volume, inquiry format (visit, mail, FAX, electronic, telephonic), customer type, nature of inquiry, type and speed of response, and do spot checks of satisfaction via feedback surveys. These activities are not currently uniform across the ERIC system, nor are data comparable. ERIC Annual Reports include detailed summaries and tabulations.

INet Program. The Institutional Communications Network (INet) currently tracks information requests by pointer used (World Wide Web, Gopher, FTP) and by entry point (Front Door and Other) on a monthly basis. Mailing List System subscriptions (electronic listservs) are tallied monthly by type of subscription, request, and label generation. Computer Product Sales tracks orders by product requested, items ordered, and monetary amount. The Toll-Free Bulletin Board tracks callers and type of request (downloads and uploads) by file requested.

VI. Work to Date to Develop Performance Measures

Proposed Sources and Measures

Work to date has concentrated on determining what measures are needed and what means are required to insure that the right data are collected. NLE has developed a list of measurable indicators for each program activity (see below) and has determined that

certain equipment acquisitions, administrative changes, and policy changes are critical to achieving better performance measurement. These include:

- Purchase and operation of the new Integrated Library System, including an Online Public Access Catalog, which will permit automatic tracking of circulation, inter-library loans, electronic reference requests, and staff performance (speed and volume) by customer, and will also enable customers to be located for follow-up satisfaction checks;

- Purchase and operation of a new telephone system for the 800 number, which will permit automatic tracking of customer requests and staff responses by type of inquiry, source, service provided, speed of response, expand the number of lines available, record customer information for follow-up satisfaction checks, and minimize service problems such as re-routing and roll-over;

- Achieve agreement to modify the ACCESS ERIC support contract to enable that contractor to coordinate collection of performance measures across the ERIC system, insuring that all services collect the same customer service information at the same level of quality, and that all ERIC contractors agree to supply the needed information;

- Enhance the INet software and procedures to permit more extensive and detailed tracking of calls and points, and to permit quality feedback checks; and

- Staff training and policy implementation designed to promote quality service teams and team solutions to service priorities such as the one-stop information service.

Each of these developments is underway. Effective achievement of the measures outlined below is contingent upon all of these enhancements being implemented.

VII. Proposed FY 1997 Performance Measures

Measures listed below are coded by related performance objective and accountable NLE component. For example, an ERIC measure related to objective 3, Expert Staff, might be coded E (for ERIC) 3.1, meaning the first ERIC measure under objective 3. The NLE component code letters are E for ERIC, N for INet, and L for NLE library activities.

NLE/Library Performance Measures

L-1.1 *In FY 1997, NLE will acquire and process 6000 serials and 6000 volumes for the collection.*

L-1.2 *In FY 1997, 100 percent of the collection will be assessed as to its conservation and/or replacement needs.*

L-1.3 *In FY 1997 the collection and archival policies approved by the Advisory Task Force will be implemented. Cooperation agreements will be finalized with all ED POCs and member libraries of FLIC (Federal agency libraries), SLA (Special Libraries Association), and ARL (Association of Research Libraries). Contacts will be formalized with all State libraries and major urban libraries.*

L-1.4 *In FY 1997 NLE will complete assessing the collection for relevance to the mission priorities of OERI.*

L-2.1 *In FY 1997 NLE will conduct major marketing campaigns to publicize its services to targeted customer audiences: school libraries, community libraries, research libraries, information service professionals, educators, and the general public. NLE will operate at least 2 partnerships will local school districts and conduct at least 4 information seminars. Success will be measured by doubling customer awareness and use of services.*

L-2.2 *By the end of FY 1997 all backlogs of technical service work will be eliminated.*

L-2.3 *By the end of FY 1997 the NLE 800 number and the ERIC system 800 numbers will be tied together for easy customer use, and this system will be linked to ED's customer service numbers. Electronically, NLE related pointers on Internet and World Wide Web will similarly be cross-referenced.*

L-2.4 *In FY 1997 NLE will institute a standard annual survey request to OMB for the purposes of permitting customer satisfaction studies in three formats: electronic, telephonic, and print. Each survey will be conducted and results analyzed; the success target will be at least 80 percent customer satisfaction in all cases.*

L-3.1 *In FY 1997 training will be completed for 100 percent of NLE staff tasked to operate newly acquired cataloging equipment, one-stop telephone equipment, and office software. In this year team performance*

shall improve such that 90 percent of all inquiries are handled no later than the next business day, and complaints remain below 10 percent of all services rendered.

L-3.2 *In FY 1997 NLE shall prepare and implement individual development plans for all staff members.*

L-4.1 *In FY 1997 NLE will complete conversion of existing cataloging, including historical materials, to the online public access catalog and complete digitization of serials records for OCLC.*

L-4.2 *In FY 1997 NLE will fully implement a new telephone system to support the one-stop information and referral service.*

L-4.3 *In FY 1997 NLE will cooperate with other ED POCs to refine and systematize Department 800 numbers and will develop and disseminate electronic guides to its public access catalog and pointers to it from other Internet addresses.*

L-4.4 *In FY 1997 NLE will implement new and improved customer service performance evaluations for its one-stop reference and referral service and technical services division based on new equipment. The measures made possible by this implementation are those noted elsewhere in this listing of performance indicators.*

L-5.1 *In FY 1997 NLE will link the telephonic and electronic components of the customer services available via technical services, reference services, ERIC, and INet. Mail services will be added as contracts permit. The goal by the end of FY 1997 is a functioning network of cross-referenced and mutually pointing services providing a full range of traditional and electronic information functions. See also measure L-2.3.*

L-5.2 *In FY 1997, as a result of marketing and increased publicity, the demand for the 800 number services and Internet/WWW pointers provided by NLE will increase at least 50 percent. NLE response to the increased demand will keep pace (see also measure L-3.1).*

L-6.1 *In FY 1997 NLE will prepare and disseminate 12 monthly acquisition updates and at least 3 other user guides to NLE services; these shall be available in both print and electronic formats.*

L-6.2 *See measures L-1.3 and L-2.1. The NLE national network will be based upon the outreach campaigns and agreements promised in these measures and building upon work begun in FY 1995 and FY 1996.*

L-6.3 *In FY 1997 NLE will analyze customer service evaluation results to identify new products and services in the reference area. By the end of FY 1997 proposals will be developed and accepted regarding at least 2 new customer-driven products and/or services.*

L-7.1 *At the beginning of FY 1997 a plan shall be presented for the development of a union list of serials using the resources of the NLE national network. By the end of FY 1997 this project shall be underway and a draft of the proposed list will be presented to internal and external customers for comment.*

L-7.2 *In FY 1997 a series of research tools to assist educators, parents, researchers, policymakers, and the public will be formally proposed; the target shall be the preparation of at least 4 a year with the topics chosen on the basis of demand and timeliness.*

L-7.3 *See measures L-1.3 and L-2.1.*

NLE/ERIC Performance Measures

E-1.1 *In FY 1997 the ERIC system shall continue to build the ERIC database by a target annual growth factor of 10 percent, with full text forming an increasing portion of the database.*

E-1.2 *In FY 1997 the ERIC system shall continue the maintenance procedures already in place and will cooperate with other NLE components in preservation measures.*

E-1.3 *In FY 1997 the ERIC system shall complete a major reconciliation of its collection development policies with those of the rest of NLE, and the ERIC database will be assessed regarding the completeness of its collections of Federal agency documents and archival materials.*

E-1.4 *See measure E-1.3.*

E-2.1 *In FY 1997, complementing NLE's marketing campaigns, the ERIC system will continue to aggressively pursue increased awareness of what the database provides, and to increase the number of customers of all types served by 50 percent.*

E-2.2 *Not applicable. ERIC will, however, strive to double its full text service during FY 1997 in order to make more books accessible.*

E-2.3 *ERIC will cooperate with NLE's comprehensive systematization described in measures L-2.3 and L-5.1.*

E-2.4 *In FY 1997 the various ERIC component customer satisfaction studies will be brought under a single coordinating agent, ACCESS ERIC, and systematized to provide comprehensive and uniform evaluation data about all Clearinghouses and services. The first such evaluation will be conducted in FY 1997, with the target performance being no less than 80 percent satisfaction across all services.*

E-3.1 *In FY 1997 the ERIC components will work to improve the training of staff editors with a goal of reducing errors and questioned submissions to under one percent of all processed items.*

E-3.2 *Not applicable; ERIC is a contractor system in which key personnel adequacy is a condition of award.*

E-4.1 *In FY 1997 the ERIC Facility will be linked to the new NLE Online Catalog.*

E-4.2 *In FY 1997 the ERIC system will improve the coordination of its 800 reference numbers through ACCESS ERIC and AskERIC, and will increase the number of calls satisfactorily handled by 50 percent.*

E-4.3 *In FY 1997 the ERIC system, based on customer use studies, will propose a new and reorganized set of electronic services to NLE which may include deletions and additions to traditional services. These proposals shall form part of the next stage of the ERIC system contracts.*

E-4.4 *See measure E-2.4.*

E-5.1 *See measure E-2.3.*

E-5.2 *See measure E-2.4.*

E-6.1 *As part of the comprehensive service review described in measure E-4.3, the ERIC system shall propose an updated and refined series of products to assist customers in using the database, including guides to Internet services such as AskERIC.*

E-6.2 *The ERIC system shall cooperate with NLE networking described in measures L-1.3 and L-2.1, and shall continue its own expansion of contacts with private and public sector databases and electronic services.*

E-6.3 *See measures E-4.3 and E-6.1.*

E-7.1 *Not applicable. ERIC will cooperate with NLE efforts (see measure L-7.1).*

E-7.2 *See measures E-4.3 and E-6.1.*

E-7.3 *See measure E-6.2.*

NLE/INet Performance Measures

N-1.1 *INet will continue to expand the online library by at least 50 percent in FY 1997.*

N-1.2 *Not applicable.*

N-1.3 *INet's online library, listserv, and subscription services will continue to be coordinated with NLE policies in FY 1997.*

N-1.4 *In FY 1997 INet will organize the online library and listservs according to the OERI research and dissemination mission priorities, and will add a listserv for each specific missional authority approved by the NERPP Board.*

N-2.1 *In FY 1997 INet will continue to increase awareness of ED's presence on the Internet and will cooperate with NLE marketing campaigns. INet will strive to increase use of its services by at least 50 percent.*

N-2.2 *Not applicable.*

N-2.3 *INet will cooperate with NLE's comprehensive systematization described in measures L-2.3 and L-5.1.*

N-2.4 *In FY 1997 INet will participate in the electronic implementation of NLE's customer satisfaction study. The success target will be at least 80 percent customer satisfaction in all cases.*

N-3.1 *INet will train its staff and OERI and ED personnel on the latest hardware and software acquired for Internet purposes. INet will provide*

at least 2 of each necessary training program and will begin implementing interactive training as systems become available. Customer satisfaction with the training offered shall be at least 80 percent fully satisfied, based on training evaluations.

N-3.2 *INet will participate in the NLE development program described in measure L-3.2.*

N-4.1 *Not applicable.*

N-4.2 *INet will continue to expand World Wide Web coverage as well as maintain current gophers.*

N-4.3 *In FY 1997 INet, based on customer use studies, will institute a routine review of customer services including information and data storage, listservs, bulletin board addresses, and any requests for new services.*

N-4.4 *See measure N-2.4.*

N-5.1 *See measure N-2.3.*

N-5.2 *See measure N-2.4.*

N-6.1 *As part of the comprehensive service review described in measure E-4.3, INet shall develop a series of electronic and print products to assist customers in using the database, including guides to Internet services related to education.*

N-6.2 *INet shall cooperate with NLE networking described in measures L-1.3 and L-2.1, and shall continue its own expansion of contacts with private and public sector electronic services.*

N-6.3 *See measures N-4.3 and N-6.1.*

N-7.1 *Not applicable. INet will participate in the electronic dissemination of the union list when appropriate.*

N-7.2 *See measures N-4.3 and N-6.1.*

N-7.3 *See measure N-6.2.*

VIII. Evidence of Program Effectiveness

NLE/Library Program Effectiveness

- NLE conducts a quarterly seminar series in which invited experts discuss topical issues in information technology and dissemination; publishes a bi-monthly update on acquisitions and new services (print and electronic); and hosts U.S. and foreign guest visitors on a regular basis. NLE staff conduct orientations on a regular basis for new ED personnel.

- NLE has been designated one of OERI's lead units on customer service and outreach. NLE staff received OERI's first-ever customer service award from a private sector source at the 1995 American Library Association Annual Conference (Third Place: Friendliest Exhibit Booth). NLE has established partnerships with the School District of Philadelphia, Council of Great City Schools, and a rural education consortium in West Virginia. In Philadelphia this has already led to an online network linkup with NLE and ED and development of an in-service certification program for school librarians and teachers.

- Technical Services Division processes an average of 400 serials, 150-200 titles, and 300-400 volumes a month (figures based on FY 1995 third quarter monthly counts). The volume of acquisitions processing per month is projected to increase to 500 serials and 400-500 volumes in FY 1997, respectively a 20 percent and a 25 percent increase. Enhancing acquisitions is a high NLE priority in order to improve the collection and better serve customers.

- Reference Division serves an average of 230 walk-in customers per month and fields an average of 410 ready reference requests monthly. Current circulation averages 120 volumes per month and 95 inter-library loan fulfillments per month. These numbers are expected to double annually as NLE marketing and outreach produces more customer awareness.

- Reference Division serves an average of 120 telephonic reference customers monthly on its direct line, and fields some 4,000 toll-free calls monthly via the one-stop 800 number service. Customers on the 800 number are guaranteed next-day response. The frequency of telephone requests is expected to double as more users become aware of the service and as the library 800 number is linked to the ERIC system numbers.

- Reference Division processes an average of 200 mail requests per day; this volume increases by 33 percent during the academic year and by 50 percent when announcements advertise the availability of services. The average is

expected to increase between 50 and 100 percent as NLE services become better known.

NLE/ERIC Program Effectiveness

- ERIC was the first electronic database in education and remains the largest in the world, in any language. The database contains 366,092 document records and 488,942 journal articles, having added 33,502 records in 1994, close to the yearly average for the past several years. Over 5,500 books are currently in the database and the intent is to increase this number, adding a full-text service.

- Customer service is a major ERIC priority. In 1994 responses to customer inquiries increased 61 percent for a total of over 194,000 questions answered. Thirty seven percent of the customer inquiries were via mail, 18 percent telephonic, 41 percent electronic, and four percent site visits. Of the 194,000 customers who directly contacted ERIC, 64 percent were educators; 18 percent were other professionals; 10 percent were Federal, State, or local government staff; and 8 percent were parents and the general public.

- The AskERIC service of the ERIC system continues to grow exponentially in service to the public and the teaching profession. AskERIC is a free Internet question-and-answer service participated in by 9 ERIC Clearinghouses and includes the ERIC Virtual Library and ERIC database access. Last year, FY 1994, 15,000 customers used AskERIC, a 100 percent increase in customer volume over FY 1993. A 1994 customer survey found that 68 percent of Ask ERIC users were K-12 educators who used the service to (1) improve classroom practice, (2) develop professional interests, and (3) assist a colleague teacher. Ninety-five percent of users were satisfied with speed of response (guaranteed 48 hours or less), 88 percent with the quality of response, and 97 percent would recommend AskERIC to someone else.

- AskERIC has been cited by *Internet World* magazine as one of the top 10 education sites on the Internet; is listed by *MacUser* magazine as an "Internet Road Map Highlight;" and is recommended by *PC Computing* magazine's Road Map to the Internet.

- The ERIC system operates 10 listservs with more planned, and the total subscriptions jumped over 100 percent between January 1994 and January 1995, totalling over 8,800. Similar growth is projected over FY 1996 and FY 1997.

- Current use of all ERIC Internet sites averages nearly 37,000 customers per week (as of June, 1995). User logins have increased over 180 percent since September, 1994, the end of FY 1994.

- ERIC service is available from commercial Internet sources as well as NLE. America Online reported a 61 percent increase in ERIC use in 1994; CompuServe reported a 76 percent increase. As of May 1995, commercial customers had downloaded a total of 58,162 ERIC materials. Commercial use may be expected to increase as more citizens gain computer access.

NLE/INet Program Effectiveness

- INet is the Department of Education's primary public presence on the Internet, offering both gopher and World Wide Web pointers. The ED and NLE home pages were designed and implemented by NLE's INet staff, and INet staff also created network page linkages for both the ERIC system and OERI's local school district projects.

- From June 1994 to June 1995 INet's online library doubled the files in its collection, saw a 169 percent increase in customer requests, and saw those requests come from three times as many addresses on the Internet as in previous years. The main users of INet services were State education networks, community freenets, and commercial services such as Prodigy and America Online.

- On a monthly basis, World Wide Web service requests average over 300,000; gopher requests over 210,000; FTP requests over 10,000; and the daily average of all types of request is 18,000. These numbers have been increasing rapidly, especially World Wide Web, and are expected to climb between 50 and 100 percent yearly.

- In FY 1995 INet increased the use of its listservs (online topical discussion fora) to support new services. These included collecting public comment for the National Education Technology Plan; supporting an ongoing electronic dialogue among State teachers of the year; and disseminating information about ED products and services.

- To enhance access and user-friendliness, INet provides toll-free access to a special electronic bulletin board for educators who do not have individual Internet access or accounts. This service is used by an average of 8,000 teachers per month.

- In January, 1995 INet was named one of the 15 most useful information resources on the Internet by *Internet World* magazine.

IX. Milestones in the Development of Measures

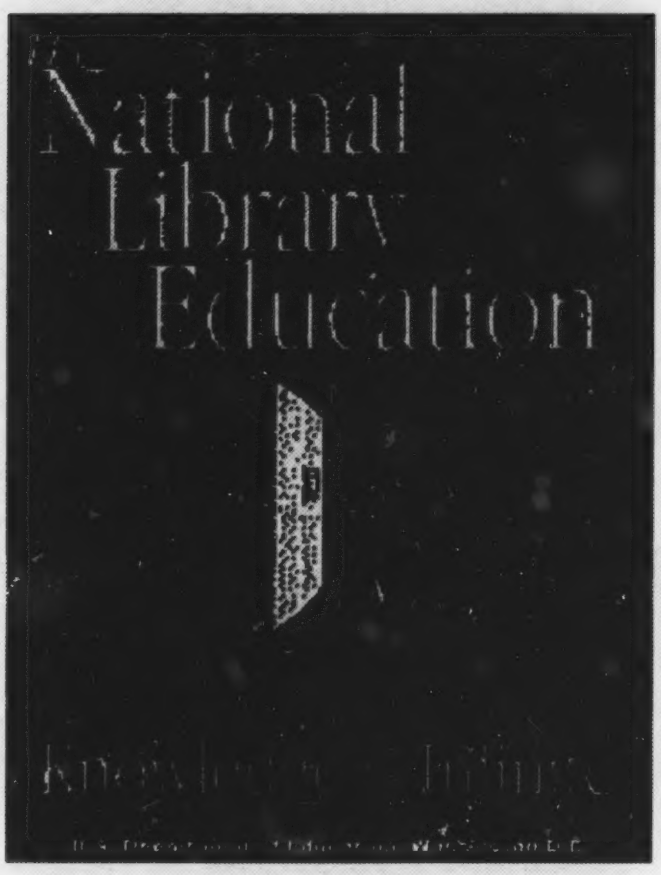
By the beginning of FY 1997 the online catalog, new telephone system, and new INet technology should be acquired and installed. The presence of this equipment is mandatory for other milestones to be met.

X. Context

IR

National Library of Education Advisory Task Force

Appendices



U.S. Department of Education
Office of Educational Research and Improvement
Washington, DC

U. S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

NATIONAL LIBRARY OF EDUCATION

Dear Advisory Task Force Member:

The National Library of Education's Advisory Task Force is now underway! We are excited at the prospect of holding the first Task Force meeting in a few weeks, beginning on March 5, 1996. You have by now been in touch with our office and our travel contractor regarding your arrangements to attend this important event.

To help you prepare for the first meeting and the rest of your work, we have prepared the set of briefing volumes that you now possess. The first volume, entitled "Briefing Book" and containing this letter, is a collection of essential documents that you need to study prior to March 5th. Among the contents of the briefing book are copies of the statutes and regulations creating NLE and the Task Force, descriptive information about the current organization and activities of NLE, and important policy papers. The second volume, entitled "Appendices," contains useful background material that will help you better understand how NLE came to be and what some of its important programs do. Please refer to it as a reference tool.

You will be requesting and receiving more information as the Task Force evolves, and we at NLE are eager to assist your work in any way we can. I look forward to greeting you in Washington in my new capacity as permanent Director of NLE and as your Designated Federal Official (DFO). The work of organizing and directing the Task Force remains under the able leadership of Dr. E. Stephen Hunt, our Director for Planning and Policy, who developed the briefing volumes.

Please let Steve and I know of any needs you may have, and accept our best regards until we meet together.

Sincerely,

Blane K. Dessy
Director, NLE

WASHINGTON, D.C. 20208-5721

LIST OF APPENDICES

TAB 1 - Historical Background to NLE

- *A Brief History of the U.S. Department of Education Library (Stephen J. Sniegoski, NLE, 1994)*
- *A Proposal to Establish A National Education Information Reference Center (John W. Collins III, Harvard U., 1989)*
- ***Education's Library: Actions Needed to Improve Its Usefulness** (U.S. General Accounting Office Report, April 1991)*
- *Summary of Public Comment Regarding NLE Received Pursuant to the 1994 Reauthorization and Reorganization of the Office of Educational Research and Improvement (OERI)*

TAB 2 - The Educational Resources Information Center (ERIC)

- *"The Three Phases of ERIC," **Educational Researcher**, April 1992 (Robert M. Stonehill, OERI, 1992)*
- *"The Educational Resources Information Center (ERIC)," **Encyclopedia of Library and Information Science**, Volume 51, Supplement 14 (Ted Brandhorst, ERIC Facility, 1993)*
- *ERIC Annual Report 1995*
- *ERIC's AskERIC Project and the National Parent Information Network*

TAB 3 - NLE on the Internet

- *INet/Online Reference Library Description and Statistics*
- *The Web (World Wide Web) and the Department*

Stephen J. Sniegoski
April 17, 1994

THE U.S. DEPARTMENT OF EDUCATION RESEARCH LIBRARY
(Abstract)

In 1867, Congress created an autonomous, non-Cabinet-level Department of Education. Lacking powers of compulsion, its purpose was to improve American education by providing educational information to state and local education authorities. In 1869, the agency's autonomous status was terminated and it became a component of the Department of the Interior. (In 1869, it was called the Office of Education; in 1870, it became known as the Bureau of Education.)

To aid in the provision of educational information, the first U.S. Commissioner of Education, Henry Barnard, brought part of his extensive book collection to Washington. Under John Eaton, who succeeded Barnard in 1870, the Bureau of Education purchased Barnard's collection, which provided a nucleus for the Bureau of Education library. In 1878, Eaton named a member of the Bureau staff, Samuel R. Warren, as the first librarian. By the first decade of the twentieth century, the Bureau of Education Library contained over 100,000 volumes and was being described as the foremost education library in the United States, serving the general public as well as Bureau staff.

In 1907 a major reorganization of the library took place under the aegis of its new librarian, William Dawson Johnston. In Johnston's view, the existing Bureau library held too many works on subjects other than education, which impeded its focus on education. Johnston narrowed the scope of the library's

collection to material strictly on education. The library, which now contained about 62,000 volumes, was completely reorganized and the Library of Congress classification was adopted.

In 1939, the Office of Education (it had taken the name Office in 1929) was removed from the Department of the Interior and placed in a newly-created Federal Security Agency (FSA). Through the World War II years, this change had no impact on the functioning of the library. However, in 1948, in the interest of agency consolidation, the separate Office of Education library was eliminated and its book collection was blended into a consolidated Federal Security Agency library.

In 1953, the FSA was upgraded to the Department of Health, Education and Welfare (HEW). In 1965, a branch of the HEW library was created specifically for the Office of Education staff at the Office of Education headquarters building (400 Maryland Avenue, S.W.). The Branch library consisted of one librarian and a collection of 500 books.

In 1972, Congress created the research-oriented National Institute of Education (NIE), which would set the stage for the rebirth of a federal education library. Independent of the Office of Education, NIE, along with the Office of Education, formed part of a new Education Division of HEW. Studies by the Planning Unit of NIE in 1972 called for the creation of a library to meet the needs of the new agency's staff. Practical steps to create such a library were taken by the Education Reference Center (ERC), a component of NIE. In February 1973, the ERC began to collect library materials in a room in the Reporters

Building in Southwest Washington.

The emerging NIE library was able to acquire the library collection of the recently-defunct Center for Urban Education, which consisted of 23,000 volumes and 100 periodicals. These were put on the shelves in May 1973 when the NIE library moved to the Matomic Building at 1818 "H" Street, N.W.

Next, the NIE library gained the education collection from the HEW Library. The transfer was made with the stipulation that the NIE library would provide services for the entire Education Division of HEW. As a consequence, the NIE library was given control of the branch library at 400 Maryland Avenue, S.W.

By the end of 1973, the NIE library was able to recover most of what had been the collection of the old Office of Education Library. However, there was insufficient space to display this material until the library moved to the Riviere Building at 1832 "M" Street, N.W. On March 1, 1974, ceremonies formally established the National Institute of Education Educational Research Library as the principal federal library in the field of education. While its primary purpose was to serve the staff of the Education Division of HEW, the NIE library also served the general public.

In a reorganization of NIE in 1978, NIE officials named the library the "National Library of Education." Congress, however, did not legislate this title, as was the case with official national libraries. And the library's resources did not increase.

On May 4, 1980, the Department of Education began operation with NIE becoming part of the Office of Educational Research and Improvement (OERI), one of the major components of the new Department. In 1983, the NIE library was moved to the Brown Building at 19th and "M" Streets, N.W. with the rest of NIE. In December 1983, the branch library at 400 Maryland Avenue, S.W. was closed and its small collection was blended into that of the NIE library. In 1985, the NIE was dissolved as an entity and the library became part of the Information Services program office of OERI.

In June 1986, OERI moved to the Capitol Place building at 555 New Jersey Ave., N.W. The library officially opened at this location on February 24, 1987 under a new name, the "United States Department of Education Research Library."

In 1989, the legislative reference unit of the Office of Legislation was merged with the Education Research Library. This unit, which maintains the Department's record of education legislation, was transformed into a new "satellite library" at 400 Maryland Avenue S.W. It provides Department staff better access to the resources of the main library through electronic catalogs.

In a 1990 reorganization of OERI, the Information Services component was dissolved and the library became the Research Library Division of the Office of Library Programs.

Questions about the role of the library, made more pressing by the creation of the Department of Education, led to a number of

studies of the library during the 1980s. In 1982, a study by Evaluation Technologies Incorporated proposed that the library should be reduced in scope. An internal study in 1985 called for the creation of a National Library of Education, with the library incorporating other information gathering and dissemination components of OERI. Several position papers that were commissioned during 1988 and 1989 also advocated placing the information related units of OERI within the library.

At the same time that these new possibilities for the library were being considered, a new threat emerged in a Reagan administration suggestion that it be privatized. This was part of a broader government effort to rely on private firms to support its operations. During 1988 and 1989, REZCORP conducted a study to determine the most cost-effective organization for operating the library. The Department of Education rejected the findings of this study due to its numerous errors.

In 1990, the General Accounting Office conducted a study of the library. Its most significant recommendation emphasized that the Secretary of Education should make available sufficient funds to carry out the library's mission and collection development policies.

The Goals 2000: Educate America Act, which President Clinton signed into law on March 31, 1994, establishes a National Library of Education. The National Library encompasses the existing Education Research Library and enlarges its mission and functions. According to the legislation, the library will

"provide a central location within the Federal Government for information about education." Relying on modern information technology, it will serve to "link major libraries, schools, and educational centers across the United States into a network of national education resources." Furthermore, it will provide a "one-stop information and referral service" to the general public. There is no funding level authorized in the legislation.

A Proposal to Establish
A National Education Information Reference Center

Commissioned Paper
U.S. Department of Education
Educational Information Resources Division

John W. Collins III
Monroe C. Gutman Library
Harvard Graduate School of Education
November 1989

A Proposal to Establish

A

National Education Information Reference Center

In August, 1988, the Office of Educational Research and Improvement commissioned a paper which analyzed the mission and organizational structure of OERI's Education Information Resources Division (EIRD) and related Information Services Program components. The paper proposed a rationale for building upon and improving existing information services withing EIRD, and recommended a structure for a comprehensive National Education Information Reference Center. (See Collins, 1988.)

In January, 1989, a symposium was convened in Washington to discuss the paper and to suggest improvements, additions, refinements, etc. The symposium was attended by Department of Education staff and education librarians from across the country. The attendees agreed with the basic premise of the paper in that the ideal configuration for a comprehensive education information center was the one-stop request/delivery model, whereby answers to information requests are available at a centralized source without need for referrals. Presently, Information Services, OERI, and the Department are not in the forefront in providing this type of information management. In fact, the Department of Education is not an integral part of the larger network of educational resources centers.

Background / Rationale

Anyone who has examined the existing organizational structure of the United States Department of Education in search

of information-related activities has found a multitude of effort and decentralized activity. There exists a proliferation of information sources just within OERI, for example: the 800-NCES line, the 800 IS line, the library, the Reference Center, the Publications and Public Affairs offices, the ERIC system and more. This is not surprising given the mission of the Department, its sheer size and varied constituencies. There are no easy solutions to the problems of dissemination on a national level. There may even be merit to the current scatter-gun approach to dissemination in the hope that some information will find its mark if enough distribution points make their information products and service available in as many ways as possible.

A good bird hunter will tell you, however, that you'll be more productive by taking careful aim at individual birds than by firing blindly into a breaking covey.

The establishment of the National Education Information Reference Center (NEIRC) will allow the Department of Education to take careful aim at various constituencies and target the delivery of information to the proper audience, at the proper time, in the most appropriate form.

Perhaps more importantly, it will allow for those in need of information to identify a central, one-stop shopping center for education information and thus eliminate the confusion and mystery faced by many people seeking information at the federal level.

While the Department of Education, particularly OERI, has been noble in its efforts to provide education information to broad constituencies, it has failed to develop an image as the organization to contact for education information. Unlike medicine and agriculture, education does not have an immediately

identifiable information source equivalent to the National Libraries representing those disciplines. While this paper stops short of proposing a National Library of Education, a National Education Information Reference Center can provide many of the information services presently offered by the institutions representing medicine and agriculture.

Earlier analyses of information service activities have concluded that the necessary components for effective information dissemination and delivery systems exist within OERI. Serious efforts are needed, however, to coordinate the separate operation of various units in order to create a powerful information center in service to the nation.

Conceptually, a National Education Information Reference Center will:

- o Establish within OERI an organization with an identity and high visibility for providing quick, easy access to education information.

- o Provide an opportunity for networking and cooperative activities between OERI and professional and private organizations that have need, potential, or ability for education information sharing. (Schools of education, libraries, research centers, education organizations, ALA, AERA, EDUCOM, etc.)

- o Target information services and products to the broad constituencies of education, particularly the underserved: practioners, mid-level administrators, parents, schoolboard members, etc.

- o Integrate key EIRD resources into a comprehensive dissmenination network that also includes labs, centers, NDN, etc.

- o Reorganize staff around common goals and mission.

The key elements capable of performing the functions of a National Education Information Reference Center are found within the Education Information Resources Division. They include the Education Research Library Branch, the Information Technology Branch and the ERIC system. Conceptually, these three organizations have the potential to combine their efforts to accomplish the following functions in the operation of NEIRC.

EDUCATIONAL RESEARCH LIBRARY BRANCH

Perhaps needing the most attention in the development of the concept of a comprehensive information center, the Educational Research Library Branch represents the key to the success of this proposal. Serving as the focal point of NEIRC, even the location of the library seems ideal. The role that the library should play includes the following activities.

Collections: Given the space, expense, and staffing required to develop large scale, comprehensive library collections, it is unrealistic to expect the ERL to get into the business of building a national collection of education materials. Rather, the library should focus its efforts and resources at particular opportunities for collection development in areas within its means to support. While maintaining a working, core collection of mainstream education publications, the ERL should collect:

Reference Materials - In support of the overall goals of NEIRC it is essential that the ERL build a reference collection of unparalleled strength in the field of education. These materials, the tools of the trade for reference librarians and information scientists, will provide the backbone for the work of the Center. Directories, indices, bibliographies, union lists, statistical compilations and other reference sources should be comprehensively collected and maintained.

Publishing - The library should identify voids in the published reference literature and support the compilation and publication of materials in areas of need. Based on surveys, or determined by the types of questions received by the Center, topics needing support can be identified. They may include pubications such as:

1. A National Union List of Journals held by education libraries across the country. This listing, which would indicate titles held, inclusive dates and other pertinent bibliographic information, would fulfill several roles. It would facilitate interlibrary loan of journal articles to those libraries and school systems not presently affilitaed with national I.L.L. systems such as OCLC. It would identify local holdings across the country for onsite use of materials by interested parties. It would assist academic, public, and school libraries in collection development by indexing titles by subject. It would also serve as a definitive listing of education journals held in

American libraries.

2. A directory of U.S. textbook collections. A publication such as this would be of great service to the field. Scholars could identify collections to visit in pursuit of their research. Practioners could find examination collections to assist them in determining which series to recommend for use in their school system. Parents could locate manuals and review materials to enable them to assist their children more effectively.

3. An index to archival materials relating to education organizations, such as NEA, the National Academy of Education, NIE, NASSP, AERA, NCTE, and others.

4. An index to subject collections representing significant strengths in the holdings of American libraries. For example, where can one find strong collections of materials relating to moral development, vocational education, children and television, or multicultural education? Many libraries have focused their attention at particular aspects of education and developed significant holdings of materials on particular topics. In so doing, librarians at the institutions building these special collections have become experts on the literature of their concern. They, themselves, can therefore be thought of as an information resource.

Beyond building a collection and supporting the development of additional education reference publications, the ERL should identify gaps in the national education collection, as represented by the holdings of U.S. libraries, and attempt to fill them. For example, the textbook collection at ERL is significant and should be further developed. The library should archive Department of Education publications and other Federal information relating to education. As stated earlier, the library should not attempt to put together the most comprehensive collection of education materials in the country. It doesn't have the financial support, the physical space, nor the staff required for such an undertaking. (Given the interdisciplinary nature of education this may be beyond the limitation of any education library.) It can identify, however, areas of interest for collection development which are unique and non duplicative.

Services:

Electronic Information Access - Previous analysis of the structure of EIRD noted the separation of the Education Reference Center and the Education Research Library. It was suggested that the Education Reference Center, which is responsible for the majority of bibliographic computer searching carried out by the Department, become a more integral part of the library.

"There is no need for the Education Reference Center to be separated from the library, it should be a part of it. Access to computerized databases alone is not sound information science policy. The computer searchers within EIRD should be trained librarian/information scientists, housed and immersed in the ambience of the library setting. Ideally, these computer searchers'

searching skills will be enhanced as they assimilate themselves into the library environment and become familiar with more traditional aspects of reference work, collection development activities and other functions carried out in research library settings.

The fact that this unit is presently housed and administered separately from the library is divisive within the particular units and sends a message to the Department of Education staff, and the world at large, that the functions of these units are distinct and unrelated." (Collins, 1988, p. 18)

The relocation of ERC into the library should be accompanied by increased support for online access to information. Just as the argument for a strong collection of printed reference materials is predicated on availing the information service providers with the tools necessary to perform their duties, so, too, is access to the full array of electronic information sources required by NEIRC.

The systems to which the NEIRC staff will have access should include:

BRS - Bibliographic Retrieval Service offers online access to information in the fields of medicine, education, science, health, business, politics, and social sciences. Within BRS, in addition to the ERIC Database, are listed the following available files relating to education:

SPIF - School Practices Information File
RICE - Resources In Computer Education
VECM - Vocational Education Curriculum Materials

ROMS - Resource Organizations and Meetings for Educators
ECER - Exceptional Child Education Resources
BEBA - Bilingual Education Bibliographic Abstracts
ETSF - Educational Testing Service Test Collection
PETE - National College Databank
ONED - Ontario Education Resources Information Database
RIVE - Resources in Vocational Education
TECC - Texas Educational Computer Cooperative

DIALOG, another major commercial supplier of bibliographic data, makes an equal number of education files available. Considering the interdisciplinary nature of education, many of the hundreds of other databases which are presently available could also be considered as applicable to education. (i.e., MICROCOMPUTER INDEX, INTERNATIONAL SOFTWARE DIRECTORY, etc.) The only limitation on the number of files already in existence, or soon to be, seems to be the number of acronyms in the universe. DIALOG has found a way around even this unlikely limitation by assigning numbers to their files. They presently offer a total of over 350 databases to their subscribers.

GTENet offers files and services designed for educators that inlcude existing interactive networks of EDLINE and SPECIALNET (for special education teachers), as well as bulleting boards, news services, curriculum exchange, and teleconferencing.

OCLC and RLN represent the holdings of libraries across the country and can be thought of as an online, national union list of titles held in American Libraries.

Additional machine-readable files, including online library catalogs, Department of Education Networks, publishers inventories, NCES files, OERI's Project Management Information System, WILSONLINE and other emerging information sources should be easily accessible by NEIRC staff.

Reference Service: As the library takes on the responsibilities of a comprehensive and integrated information service center it shall provide a complete range of reference service intended to respond to telephone, mail, inperson and electronic queries for information. These services should include the computerized literature searches mentioned above, document delivery, research counseling, training sessions and, if needed, referrals or other assistance to anyone seeking access to education information.

Unlike outreach efforts targeted at specific audiences in specific formats, the internal reference activities of NEIRC should be geared to the widest possible constituencies. Reference questions can come from any quarter at any time. NEIRC should be prepared to respond to any query whether it orginates from a parent, teacher, school administrator or government official.

Additional responsibilities for the ERL in support of its role as a key element in NEIRC include:

- VIP treatment to Department of Education staff and administrators. This should include keeping senior administrators abreast of education news, trends in research and publishing, and development of selective dissemination of information profiles for key people within the Department. By developing a high profile and providing quick and accurate information to policy makers, a key constituency of support can be cultivated. People receiving the benefits of customized information services will quickly realize the value of these services and will support their continuation.

- Develop staff expertise to enable staff to serve as resources for education information service providers in colleges and universities, private organizations, state departments of education, school systems and public libraries.

- Maintain, catalog, preserve and make accessible its historical collections of education materials.

- Publish a variety of items such as recent acquisitions lists, bibliographies relating to current education issues, research guides, directories, and other materials similar to OERI's **Education Research Bulletin** and **Research in Brief**.

- Provide comprehensive interlibrary loan services, incoming and outgoing, for books, serials, government documents, etc.

- Identify major education libraries and collections and establish contacts and reciprocal access arrangements with the organizations responsible for their care and promote resource sharing and networking.

- Develop training programs for elementary and secondary school librarians and media specialists.

- Promote education information access training in graduate schools of library science.

- Sponsor internships for information specialists and librarians from across the country.

- Initiate reciprocal training sessions for library staff and staff from other education information providers such as NCES and the ERIC clearinghouses.

- Actively solicit gifts-in-kind (books, journals, software, etc.) from publishers, collectors, individuals, and institutions to strengthen existing library collections and ease budgetary pressures.

- Advertise the NEIRC concept so that within and outside of the Department of Education, the library becomes identified as <u>the</u> place to go for guaranteed, expert response to all requests for information.

- Coordinate library services with related IS programs such as Outreach and Education Information Office.

The renewed commitment on the part of the Department of Education toward the library as a key component of NEIRC will necessitate a reconsideration of the relationship of the library to other OERI functions. For example, the mission of the Education Information Branch (EIB) overlaps considerably with that of the NEIRC. Presently, EIB responds to thousands of requests for educational information each month. "The information dispensed comes predominantly from surveys conducted by the Center for Education Statistics or from research studies conducted by the Office of Research or Programs for the Improvement of Practive. Other information sources, such as publications from the Census Bureau, Bureau of Labor Statistics, and ERIC, and the vast literature of education research may also be drawn on in seeking to provide the best possible answers to the question received.

From another perspective, the activities carried out by the branch can be characterized as fitting under one or more of the following functions:

(a) The Statistical Information Function
(b) The Research Information Function
(c) The Publication Supply Function
(6) The Product Evaluation Function" (Internal EIB Document)

It will be necessary for NEIRC to work closely with EIB in addressing the following questions:

1. Are there areas of duplication of effort between the library and EIB which can be eliminated?

2. Can the library assist in the training of staff in EIB (particularly those using the telephones)?

3. Should the information specialists and the functions they perform be moved into the library? This question needs to be addressed, since the descriptions of the duties of the specialists within EIB sound like those of a reference librarian, e.g.,

"Incoming queries which clearly have a strong research component are generally directed to one of our Specialists in Educational Research Information. Each of these individuals has a broad knowledge of the research literature on teaching and learning, including:

- reports, position papers, and miscellaneous publications issued by OERI and other components of the Department of Education.

- reports and periodicals issued by the Department of Labor, Department of Commerce, Bureau of the Census, Department of Health and Human Services, various educational foundations and associations, colleges and universities, and businesses.

These specialists also have numerous contacts with personnel in other education-oriented organizations, including:

- National associations and foundations

- State and local departments of education
- Regional Educational Laboratories, National Research and Development Centers, and ERIC Clearinghouses.
- The Office of Public Affairs and The Adult Literacy Initiative (within the Department of Education)

Lastly, it should be noted that the specialists are also highly skilled in the use of the ERIC Microfiche Collection as well as the ERIC bibliographic database for locating needed reference.

Because of their need for frequent contact with knowledgeable persons in other organizations, the specialist must have well developed interpersonal skills and good professional judgment. They must also possess high analytical, statistical, and organizational skills." (Internal EIB document)

These are the same skills and duties required by the staff who will be providing information through NEIRC.

As a final suggestion relating to the reconfiguration of the Education Research Library, the Technology Resources Center should become, administratively, part of the library. Physically located within the confines of the library already, the responsibilities of the TRC for collecting and providing access to educational software and hardware are part of most library operations. By establishing a formal structure for incorporating the TRC into the library, proper cataloging of materials, increased acquisitions budgets, reference service regarding software/hardware issues, etc. could be provided.

Once the TRC becomes administratively part of the library its role should be reassessed. If it is to become an example of

the classroom of the future, as it was once planned to become, it needs a great deal of attention. Perhaps it could be turned into a private sector showcase of educational technology with commercial enterprises given the opportunity to display their wares on a rotating basis.

Additionally, the TRC should:

1. Actively solicit, on a large scale, donations of educational software from commercial producers world wide. (Presently, the software collection is rather small when compared to other collections across the country.)

2. Build a collection of software evaluation sources.

3. Publish a list of its holdings.

4. Consider collecting a broader spectrum of curriculum materials in other formats in order to build a significant collection of these materials on a national level.

5. Train Department of Education staff, ERIC Clearinghouse staff and others in developments in state-of-the-art educational technology.

6. Explore the development of the "scholarly work station" by providing access to state of the art examples of integrative educational technology.

INFORMATION TECHNOLOGY BRANCH

The current mission of the Information Technology Branch (ITB) is to provide technical support and advice to Department of Education staff in the areas of automated equipment, software, telecommunications and other technological applications. To that end ITB "manages telecommunications activities for OERI, including electronic mail, and develops and maintains education research, and statistics; manages the sale and dissemination of computer products (data tapes and diskettes) as well as the Deposit Fund of proceeds from the sale of computer products and services; and develops and implements quality standards for computer products in collaboration with the Center for Education Statistics to assure accuracy and completeness." (Untitled, undated, internal EIRD document.) Within the new auspices of NEIRC, ITB would expand its activity into the following areas, providing leadership and support for external constituencies.

1. Develop and maintain electronic information networks between Department of Education components such as Labs, Centers, ERIC Clearinghouses, OERI, NEIRC, etc. These networks will provide instant communications between key units in the information services chain linking shared reference databases on current research, programs, upcoming events, etc.

2. Explore cooperative ventures between OERI and existing public and private networks such as Edline, Special Net, Schole, The Source, CompuServe, Bitnet, etc.

3. Develop methods for full text document delivery systems.

4. Engage in research on technological applications to information service delivery.

5. Propose new databases for departmental, or private, development (i.e., work in progress files, interactive files relating to curriculum evaluations, numerical and statistical files, etc.)

6. Continue to work with ERIC and the private sector in developing products - such as subsets of the ERIC system on compact disc - to market to NEIRC constituents.

7. Explore National Agricultural Library model for technological applications for information delivery. For example, NAL's text digitizing project has obvious implications for NEIRC. This program unites the National Agricultural Library and 42 land-grant libraries in a cooperative project "to test a new method of capturing full-text and images in digital format for publication on CD-ROM discs. Use of CD-ROM discs as a storage and dissemination medium allows for local access without telecommunications charges and sophisticated Boolean searching of the full text. It also provides the possibility of preservation in a medium more stable than paper.

A scanning system has been installed at the National Agricultural Library, where scanning of selected agricultural collections is taking place.

> Microcomputer/CD-ROM workstations, search software, and selected agricultural collections on CD-ROM discs will be field tested by faculty and researchers at NAL and the participating land-grant libraries." (National Agricultural Library FLIER, n.d.)

ITB should monitor the success of this program carefully and use it as a model for NEIRC product and service developmemt.

The remaining automation related activities of the Information Technologies Branch should remain a separate branch within EIRD, but should serve in a coordinated and supporting role to NEIRC. The expertise of the ITB staff will be called upon to enhance library automation related activities, develop internal database design and operation, as well as to assist in accessing local and national networks through telecommunications links.

ERIC

Of all EIRD units, the ERIC System is the most independent. Older, larger, and better organized than either the Library Branch or the Technology Branch, ERIC has survived twenty years of service to the education community. Through the collecting, indexing, and dissemination of information, the ERIC system provides educators and others, worldwide, with well known services and products. Recent ERIC System developments, including the new ACCESS ERIC component, promise to further enhance this model information system. The basic mode of operation of ERIC should be unaffected by the proposed National Education Information Reference Center. The ERIC System should be allowed to continue to develop on its own through the continued exploration of new methods of dissemination, products and services that have marked its history and highlight its future as it enters its third decade.

ACCESS ERIC, however, can assume the additional role of representing the larger ERIC System within the concept of NEIRC and can perform the following functions as a Center develops.

1. Support the concept of user services within the various clearinghouses. While the ERIC System is service oriented, staffing and funding restrictions within the clearinghouses inhibit widely publicized and deliverable reference services. NEIRC can help alleviate this problem.

2. Work with NEIRC to coordinate a variety of training programs which will familiarize NEIRC personnel with the collections, staff, and services provided by each

clearinghouse.

3. Insure that clearinghouse staff are knowledgeable of system-wide programs and services outside of their own clearinghouse specializations and that they use and promote the use of NEIRC.

4. Promote the concept of team building and cooperation among the various ERIC components so that a unified approach to information services can be fostered throughout the ERIC system.

5. Continue to insure the EIRD and ISP publications, and, on a broader scale, all Department of Education sponsored publication are added to the ERIC system.

6. Develop lists of individuals with information specializations in particular subject areas represented by the clearinghouses. These subject information specialists could then form a network of personal contacts that could be tapped by NEIRC for a variety of purposes.

7. Arrange for these subject specialists to come to NEIRC to train the information service providers in the information-access tools and information-seeking patterns represented by the clearinghouse disciplines and constituencies.

8. Keep NEIRC staff informed of trends in publishing, ERIC System activities, meetings, conferences, training

opportunities and other items of interest to the information providers.

In collaboration with ACCESS ERIC, NEIRC should develop training programs on the use of ERIC on a variety of levels. Encouragement and incentives should be offered to teacher training institutions to increase the familiarity with ERIC that teachers receive as part of their professional training. Modeled after a law student's reliance on legal databases upon graduation, teachers should be dependent on ERIC as a source of educational information when they enter the profession. This would increase the availability of access points to the system as new teachers demanded access to ERIC as part of their professional practice.

While many education majors use ERIC to find information in support of their term papers and theses while attending colleges and universities, they are not presented with a view of ERIC as a tool for practitioners. This may be due to the fact that most education faculty members in higher education, despite popular opinion, are not ERIC users themselves. Many are computer illiterate, some are computer phobic, and certainly none but a few have ever used ERIC online themselves, much less integrated it into their teaching or presented it as an information source of value to public school teachers. This may change as a new generation of faculty emerges and as current faculties become familiar with the advantages of the available technologies used to search ERIC and as the reputations of NEIRC spreads through the education community.

Other audiences for whom increased exposure to the technological uses fo ERIC would be beneficial include state education officials, superintendents, principals and school board

members. Workshops and training sessions, sponsored by NEIRC, would help to contribute to an informed educational community. Demonstrations of the capabilities of the ERIC system, conducted by competent trainers who could speak to the issues of its inexpensive costs and the value of information, would be essential to the success or exposing this audience to ERIC. As they became sold on the concept of providing information services within their organizational environments, further training sessions could be developed to reach the actual users of the system, on site, in schools and districts.

A concept worth exploring with groups of decision-makers such as these is to propose the development of Information Service Centers within school systems. By designating an office, or individual, within a school department as the place to call for information, a few individuals could be trained in ERIC use, as well as in the use of the many other educational information systems in existence. The establishment of such services would enable greater cost control, allow for information retrieval expertise to be developed and reduce the amount of training required within school systems. The local Information Service Center could support all of the contitutents within a system - administrators, teachers, parents, and school boards.

The underlying purpose for establishing NEIRC, after all, is to enhance the ease of access to relevant information in order to better serve members of the education community in its broadest perspective - teachers, administrators, parents, board members, etc. For whatever reasons, many members of these groups are not frequent ERIC users, nor are they particularly adept in information seeking strategies in general. Teachers are busy people and don't have the time, or support, for lengthy information searches. Parents may not know where to turn to meet

their information needs, and administrators are more interested in obtaining answers than they are with the process used to obtain them.

For these reasons, and others, it is prudent to consider the ERIC system as a major component in the development of local information centers, modeled after NEIRC.

NEIRC could offer support to these Centers through "800" telephone lines which could be used when the information request was beyond the capability of the local Center. Additional support could be provided on the state level as Information Service Centers were established within departments of education, and these, in turn, could be supported on a national level, within the Department of Education, through NEIRC. NEIRC would be at the hub of a network of information centers that range from the federal level to the local level.

Costs associated with the establishment of the Centers would be minimal. On the local level, a Center might entail only one person and a microcomputer. Time saved by members of the education community in their search for information, as well as the concept of creating a well informed educational constituency, further justify the expenses associated with creation of these Centers.

LEADERSHIP

The leadership that is required to implement and develop the concept of NEIRC can be obtained by filling the top library branch position with an administrative librarian to head the process. By empowering this position with the necessary authority, the opportunity for coordinating the information services of the various EIRD units can be accomplished.

The position should be filled by a highly qualified information scientist, well versed in information theory and familiar with the information-seeking behaviors of the broad constituencies of the ISP.

As the supervisor of all NEIRC related activities, the incumbent in this position should coordinate related information service activities within EIRD, IS and OERI at large. A list of duties and responsibilities of this position should include:

- Facilitating the creation of NEIRC within EIRD.
- Coordinating NEIRC activities throughout EIRD/IS/OERI.
- Securing financial support for adequate NEIRC collections and services.
- Conducting needs assessments of the various IS constituencies.
- Promoting the NEIRC concept within the Department of Education
- Establishing the identity of NEIRC on the national and international level.
- Coordinating the provision of information services with professional associations such as NEA, ALA, AERA, ASIS, etc.
- Providing training opportunities for NEIRC staff in particular, and education information specialists, in

general.

- Providng direction and leadership on a national level for education information issues such as resource sharing, networking, preservation, retrospective conversion, etc.

- Convening meetings of education information providers from around the country to share ideas, develop strategies for dissemination and service, etc.

- Working closely with other OERI programs, such as Library Programs, and NCES, in promoting information service policies.

The individual chosen for the position of administrative librarian must possess a vision for the future of information science and be well skilled in interpersonal areas. The first task of the incumbent in this position should be to pull together the individuals from the various EIRD units and engage in exercises leading to consensus building and group problem solving. Individuals within the NEIRC should think of themselves as part of the same whole and not a part of separate, distinct, and unrelated units in competition with each other. The administrative librarian must be given the authority, and possess the ability to build a team of information service providers. When the team has been formed, in-house, it should be expanded to enlist the support of a wide constituency representing groups such as the American Library Association, School Library Association, American Educational Research Association, American Society of Information Science, and other organizations with a vested interest in the success of NEIRC.

A NEIRC Advisory Committee should be formed at an early stage in the implementation of this proposal. In addition to advising EIRD on the form and function of NEIRC, an advisory committee will be of assistance in establishing networks and partnerships with organizations represented on the committee.

COOPERATIVE PROGRAMS AND ACTIVITIES

A large measure of the success of NEIRC will be the extent to which it broadens its influence beyond New Jersey Avenue via the establishment of cooperative programs and activities with professional organizations that have the need, potential, or ability for education information sharing. Within the Washington area alone there are innumerable education associations with particular information needs. Some examples of collaborative projects of mutual benefit to NEIRC and external organizations include:

- o Establishing internships at NEIRC for designated information specialists from educational organizations such as NEA, AFT, NASSP, NCTE, ACE, ALA, SLA, etc. The interns, supported by their own insititutions, would spend time at NEIRC learning the process of education information retrieval. They would receive training in computer searching, reference telecommunications, etc.

- o Identify major education libraries and collections - such as those at Harvard, Columbia, Stanford, Ohio State, etc. and enlist them as partners in the NEIRC enterprise. These libraries could become regional centers for education information, supplementing the work of NEIRC by

lending their collections and staff expertise to meeting the information needs of constituents regionally.

- Support the development of pilot projects in the area of information services such as "adopt a school." Academic libraries could adopt a local school system and provide the school with a variety of information service, at little cost, in the spirit of community service. Teachers and administrators in the school would be given access and borrowing privileges at the library. The library could provide telephone reference service to the school system. The senior librarian in the school system could be designated as the contact person at the school and could funnel requests for information from the school systme to the academic library. Arrangements could be made to reimburse the library for computer searching, photocopy, FAX service, etc.

- Establish links with library schools and schools of education, in order that the administrative librarian, or a NEIRC representative, may be invited to speak to students and faculty about the mission of and goals of NEIRC and to demonstrate its potential.

- Promote the establishment of smaller versions of NEIRC within state departments of education and local school systems. The resulting networks of information service providers would go a long way toward improving information access for practicing educators, administrators, board members and parents.

- o Enlist the aid of library and information science organizations - such as ALA, ACRL, ASIS, EDUCOM, SLA, etc., in the use, promotion and development of NEIRC.

ELECTRONIC NETWORKS

"The most important aspect of this new technology is the capability it provides for communication and collaboration, not just for computation and design." These words, written by Douglas Van Houweling and appearing in the Summer 1989 issue of EDUCOM REVIEW, are in reference to the NATIONAL RESEARCH and EDUCATION NETWORK (NREN), a high performance computer network proposed in the National High Performance Computer Technology Act of 1989. The proposal takes advantage of current technological capabilities and offers an opportunity to link computer systems around the country into a national information network.

The potential that this offers to the concept of NEIRC is staggering. Academic institutions, school systems, libraries or individuals with access to this (and other) electronic highways will have a direct link to NEIRC. This access will facilitate electronic communication between NEIRC and its contituents in ways never before thought possible.

For example, NEIRC could receive electronic messages requesting ERIC searches or other information. NEIRC staff could quickly retrieve the desired information and electronically transmit the results of the request to the originator, in a very short period of time.

Additionally, network access through NREN, (or bitnet, NEARNET, etc.) will automatically link NEIRC to the academic and research community and facilitate the rapid exchange of information and ideas. These links will make it possible for

NEIRC to access library collections, publishers, inventories, bibliographic utilities, and a variety of personal electronic mail systems with great ease. It will also provide the capability for outside users to access the ERIC system, and other Department of Education electronic files, from remote cites at minimal costs.

CONCLUSION

As stated earlier in this paper, the key elements in developing a comprehensive information service center within the Educational Information Resources Division presently exist. Many separate units now offer a variety of information services to a wide and diverse constituency. The Office of Educational Research and Improvement has long been committed to providing the information necessary to meet the need sof researchers, students, practitioners, parents and others interested in education. The struggle to achieve this commitment in the face of rapidly expanding information technology developments, and widening constituencies, precipitated the emergence of many service centers within OERI. It is now time to set policies and coordinate the missions of each of these service centers in order that an economical, consistent, and well-orchestrated effort can be achieved in meeting the education information needs of the nation.

The timeliness of this effort can be seen in the following quote from the PRELIMINARY STAFF REPORT ON EDUCATIONAL RESEARCH DEVELOPMENT AND DISSEMINATION: RECLAIMING A VISION OF THE FEDERAL ROLE FOR THE 1990's AND BEYOND prepared for the Subcommittee on Select Education of the Committee on Education and Labor.

"The goal of the federal research, development, and dissemination effort should be the establishment of a national treasure chest of research results, models, and materials to be conveniently place at the disposal of the nation's educational decision-makers. In order to accomplish this task, the federal research, development, and disemination function must have the highest degree of integrity and credibility. For good reason, education is a matter which arouses great emotions from many segments of the population. And the national landscape is littered with experts who claim to know what and how children learn. Above the plethora of "motherwit," common sense, ideological extremism, and pseudo-science there must be established some stable and amply illuminated beacon of light, fueled by the best available reason, science, and scholarship.

This national treasure chest must be made available, not only to Congress and the federal executive branch, but to every decision-maker in America. They must be able to tap into a network which allows them to use this vital resource. As they strive to improve their systems, governors and state legislators, state commissioners, local school boards, superintendents, principals, teachers and parents should be able to confidently shop for ideas, models and materials. Of all the forms of assistance that the federal governement could possibly provide, research, development, and dissemination are the least expensive, the least threatening and the most needed." (September 1988)

NEIRC can be the key that opens the treasure chest.

NEIRC

THREE YEAR IMPLEMENTATION PLAN

There are several critical aspects relating to the establishment of a National Education Information Reference Center within EIRD. Selected milestones in a three year implementation plan include:

Immediate	A commitment to the concept at the highest levels of the Department's administration. This relates to adequately funding the various units of the NEIRC, as well as to setting policy for the provisions for cooperation and participation by other Department of Education divisions.
Immediate	Relocate the Education Reference Center into the Library.
Immediate	Place the Technology Resource Center under the organizational umbrella of the Library.
0-6 mo.	The selection of a nationally recognized leader in the field of library and information science to coordinate implementation of the center, both internally within OERI and externally within the professions encompassing education and information science.
6-12 mo.	Internal OERI consensus and team-building exercises that will allow the talented information specialists within the Department of Education to coalesce into a group of professionals recognized as leaders in

providing information which contributes to improvements in the practice of education.

6-12 mo. Formation NEIRC Advisory Board with representation from library, information science, education, OERI, and telecommunications communities.

6-12 mo. Identify electronic information sources to be accessed by NEIRC. Enter subscriptions, negotiate contracts, etc.

6-12 mo. Review NEIRC activities in light of other OERI units for duplication of effort, redundancy, consolidation, etc.

6-12 mo. Evaluate future role of TRC.

Ongoing Conduct assessment study of the ERL collections identifying strengths/weakness.

Ongoing Identify constituencies to be served by NEIRC.

Ongoing Staff Training.

Ongoing Product Development.

Ongoing Identify reference materials to be published.

13-14 mo. Install 800 lines to NEIRC (consider eliminating some existing 800 lines or switching them to NEIRC - i.e., 800 IS line, EIB lines, etc.)

13-14 mo. Establish computer links with networks, labs, centers, clearinghouses, etc.

14-20 mo. Develop and publish National Union List of Education Journals.

24-36 mo. Establish internships (number and length to be determined by Advisory Committee)

24-36 mo. Support pilot programs such as adopt a school, local school system information service centers, state department of education centers, etc.

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United States General Accounting Office

GAO

Report to Congressional Committees

April 1991

EDUCATION'S LIBRARY

Actions Needed to Improve Its Usefulness

GAO/HRD-91-61

152

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GAO

United States
General Accounting Office
Washington, D.C. 20548

Human Resources Division

B-242670

April 11, 1991

The Honorable Edward M. Kennedy
Chairman, Committee on Labor
and Human Resources
United States Senate

The Honorable William D. Ford
Chairman, Committee on Education
and Labor
House of Representatives

The Library Services and Construction Act Amendments of 1990, Public Law 101-254, Section 9, require GAO to conduct a review of the Department of Education's Research Library. Our work is intended to assist in upcoming congressional deliberations regarding alternatives for the Research Library's future, which will be considered during reauthorization hearings on Education's Office of Educational Research and Improvement (OERI).

The legislation required us to study and report on the (1) scholastic and historic value[1] of the Library's collection, (2) effectiveness of its services provided to Education employees, and (3) need to expand public access to the Library. In addition, in discussions with staff of the House Education and Labor Committee, we agreed to develop general information on the Library's functions and activities. This report summarizes the results of our review.

We identified and interviewed one researcher and four librarians[2] familiar with the Library's collection to obtain their views on the scholastic and historic value of the its collection. In addition, we interviewed representatives of 20 key education associations and library organizations to obtain their views on the need for expanding access to the Library. We judgmentally selected these organizations generally based on their large nationwide memberships comprised of researchers, teachers, parents, students, school administrators, state and local

[1]For the purposes of this report, we defined the Library's scholastic value as its usefulness to education researchers, and its historic value as its usefulness to historians and others tracing the history of American education.

[2]These include John Collins, Librarian, Monroe C. Gutman Library, Harvard Graduate School of Education; Leslie F. DiBona, Head of Technical Services, Monroe C. Gutman Library; Jane Franc, Director, Milbank Memorial Library, Teachers College, Columbia University; Nancy O'Brien, Acting Head, Education and Social Science Library and Associate Professor of Education, University of Illinois Urbana-Champaign; and Richard L. Venezky, Unidel Professor of Education Studies, University of Delaware.

policymakers, business leaders, and librarians. In addition, several of these organizations have letters on file with the Library requesting access to its materials. (See app. I.)

We developed a guide for conducting the interviews and obtained comments on a draft of the guide from Education officials and either current or former officials of the United States Commission of Libraries and Information Services; the Gutman Library, Harvard Graduate School of Education; and the American Library Association. In addition, we used information from a July 1989 Education survey of its employees regarding their use of the Library.

Our review was conducted from January to December 1990, in accordance with generally accepted government auditing standards.

Background

Section 423(a) of the Department of Education Organization Act (P.L. 96-88) authorized the Secretary of Education to establish a central library service. Under this authority, the Research Library officially became part of the Department when it was established in 1979. Before that time, the Library was known as the National Institute of Education (NIE) Library and was located in the former Department of Health, Education, and Welfare (HEW). Education's Research Library is the major federal education library. It consists of the Library Section and the Education Reference Center Section. These sections report to the Director, Office of Library Programs.[3]

The Library Section maintains a major collection of books, periodicals, and microforms and conducts routine library activities, such as acquisitions, cataloging, circulation, interlibrary loans, and reference services. The Library provides the public limited access to its materials through on-site use of its collections, telephone reference services, and interlibrary loans.

The Education Reference Center Section provides comprehensive research assistance to senior Department staff and responds to education-related inquiries from all staff.

[3]We focused our report on the Library Section because the study's objectives primarily related to this section's activities.

The library is a component of OERI. Along with OERI's other offices, the Library is located at 555 New Jersey Avenue, N.W., in Washington, D.C. This location is about 1 mile from Education's headquarters.

Research Library officials estimate that it contains 250,000 to 300,000 volumes,[4] including both contemporary and historical collections.[5] The Library has special collections consisting of rare books, early American textbooks, and state education journals. Its special collections contain volumes dating back to the 15th century. Appendix II contains a more detailed description of the Library's collection. As of March 1991, the Library had 14 full-time and 1 part-time employees, including 9.5 full-time equivalent staff in the Library Section and 5 such staff in the Education Reference Center Section. The position of Chief, Research Library, has been filled on an acting basis since 1987. OERI allocated $350,000 in fiscal year 1991 to support Library operations, excluding personnel costs. These funds are used for periodicals, new acquisitions, planned equipment upgrades, and supplies.

Results in Brief

The Education Research Library lacks a collection development policy specifying (1) its primary and other users and (2) its materials' acquisition and preservation priorities and practices. In our view, this has prevented the Library from making sound and consistent decisions on collection development and services. OERI officials are now developing such a policy for implementation in August 1991.

Most Education employees and 11 of the 20 education-related organizations we interviewed rarely if ever use the Library. Organization representatives told us that better publicizing of and access to its services would improve the Library's usefulness.

Experts believe the Library's historical collections are potentially very useful to historians and education researchers. They consider its contemporary collection to be less comprehensive than its historical collection.

[4]Based on estimated number of volumes, the Education Research Library ranks second among the largest collegiate education collections in the United States. The top five ranked libraries are as follows: Milbank Memorial Library, Teachers College, Columbia University; Department of Education Research Library; Gutman Library, Harvard Graduate School of Education; Cubberley Library, Stanford University; and North Dwight Harris College Library, National College of Education.

[5]The contemporary collection consists of books published from 1965 to the present. The historical collection consists of books published before 1965.

During the 1980s, the Library's nonpersonnel expenditures decreased by 62 percent. Beginning in fiscal year 1988, technical service contracts for such things as cataloging and preserving its collections were unfunded. Consequently, about half of the collections remain uncataloged and generally not readily accessible to prospective users. In addition, many books in its historical and special collections remain in need of preservation.

Library Lacks Collection Development Policy

The Library's mission is to provide a full range of education information services to a wide array of users. These users generally include departmental staff, other federal agencies, the Congress, the Executive Office of the President, associations, educators, scholars, researchers, policymakers, and other members of the public. At the time of our review, the Library lacked a collection development policy, which defines a library's purpose, designates the primary and other users as specified in a library mission statement, and specifies the needs and services to be provided for each user group.

According to the American Library Association and other library experts, a collection development policy is needed to make effective day-to-day decisions regarding acquisition and preservation of material that meet the needs of designated users. In addition, a mission statement and collection development policy, together, form the basis for the Secretary of Education's decisions regarding the Library.

Without a collection development policy, the Library's contemporary collection has been largely influenced by the interests of various Secretaries of Education. Consequently, according to Library officials, areas in which Secretaries have expressed little interest are the least comprehensive areas of the contemporary collection. Further, such a policy helps ensure that a library systematically takes into account the needs of its users and its resources for cataloging and preservation services before accepting gifts of library materials. Currently, the Library accepts a broad range of gifts of library materials without such consideration.

Education officials told us that an OERI Library Advisory Committee is revising the mission statement to better target library services and drafting a collection development policy for expected implementation in August 1991. This effort began in 1989.

Experts Believe Historical Collections Are Valuable

Although the Library's entire collection of books and periodicals has never been systematically inventoried or evaluated, experts agree that the historical collections, especially textbooks, are very valuable. Experts believe the contemporary collection for scholarly research is less comprehensive than the historical collection. This is partly due to a decline in acquisition of materials during the mid-1950s to the mid-1980s, when Library operations experienced several organizational and geographic changes.

Experts agree that the Library provides information unavailable in other libraries with strong education collections. For example, they said that the Library contains unique materials on the nation's 19th century educational system, including the education of the American Indian. In addition, they said that

- the selection of early American journals and materials on the history of American colleges is excellent,
- the textbook collection is one of the three or four best in the country, and
- the textbook collection is particularly strong between 1890 and 1950.

Experts also agree that the Library's contemporary collection is less comprehensive; therefore, it does not attract outside researchers as the historical collection does. However, Education officials said that the contemporary collection is more useful than the historical collection to their staff.

According to the former head of the NIE Library, the contemporary collection did not grow from the mid-1950s through the mid-1980s for two reasons. First, the Library was moved from the Federal Security Agency to HEW when the Department was established in 1953. Because education was a small part of HEW operations, library acquisitions of education materials were not emphasized. Secondly, in 1974 the precursor to the current library was established as part of NIE and between 1974 and 1987 was moved three times. Such moves disrupted the operations, according to the former head of the NIE Library.

Library Is Underused by Department Staff

According to a July 1989 Education survey of departmental staff, the Research Library is underused. The survey showed that while 63 percent of its employees need library services in their work, only 42 percent have ever used the Library. Employees said that the Library's inconvenient location and lack of needed materials were the major reasons for

its relatively low use. (See app. III.) In response to the survey results, in April 1990, Education opened a satellite library in the headquarters building on Maryland Avenue, Washington, D.C.

Library officials attribute the perceived gaps in library materials, particularly up-to-date periodicals, to budget cuts over the last few years. From fiscal years 1980-90, the Library's nonpersonnel expenditures in 1980 dollars decreased by 62 percent. (See app. IV.)

Interest in Publicizing and Improving Access to the Library

Education researchers and others outside the federal government in need of gathering education information are generally unaware of the Library's various collections. In some cases, they did not know the Library existed. Representatives from 11 of the 20 organizations we surveyed stated that their staffs rarely or never use the Library to gather education information. Of the 11 organizations, 7 said that their staffs were not aware of the Library or its collections. Several organization representatives we surveyed said that the Library needs to improve its accessibility to the public. Such access is important, they said, because their members have difficulty obtaining education information and reference materials from other sources. (See app. V.) According to them, public access could be improved by better publicizing the Library's collections and services and improving dissemination of library materials. They suggested publishing bibliographies of Library materials and summaries of the research available through the Library.

Cataloging, Maintenance, and Preservation of Library Collections Are Inadequate

Library officials told us that about one-half of the Library's estimated 250,000-300,000 volumes are not cataloged,[6] and thus generally are not retrievable and useful to users. The uncataloged volumes include books in the historical and textbook collections and Education publications and products, such as classroom curricula and other materials developed under federally funded grants. Library officials believe that the uncataloged books also include rare or otherwise valuable books.

In addition, about 40,000 books in the historical and rare book collections are poorly maintained and preserved. The books are improperly shelved and in need of rebinding and other preservation services, such

[6]Cataloging makes materials available and retrievable by assigning each item in the collection a unique classification code and preparing other descriptive information. Education's Library participates in the On-Line Computer Library Center (OCLC) network through which member libraries sha bibliographical information about cataloged material.

as paper stabilization and special environmental controls (see fig. 1). Library officials estimate the cost of rebinding to be $200,000.

Figure 1: Historic Books Improperly Shelved and in Need of Rebinding

Library officials believe that these books need immediate attention if they are to be preserved. Due to a shortage of adequate space, these books are tightly shelved and stored in rooms with poor ventilation Recently, old wooden shelves collapsed because they could no longer support the weight of the books (see fig. 2). These factors contribute to and accelerate book deterioration.

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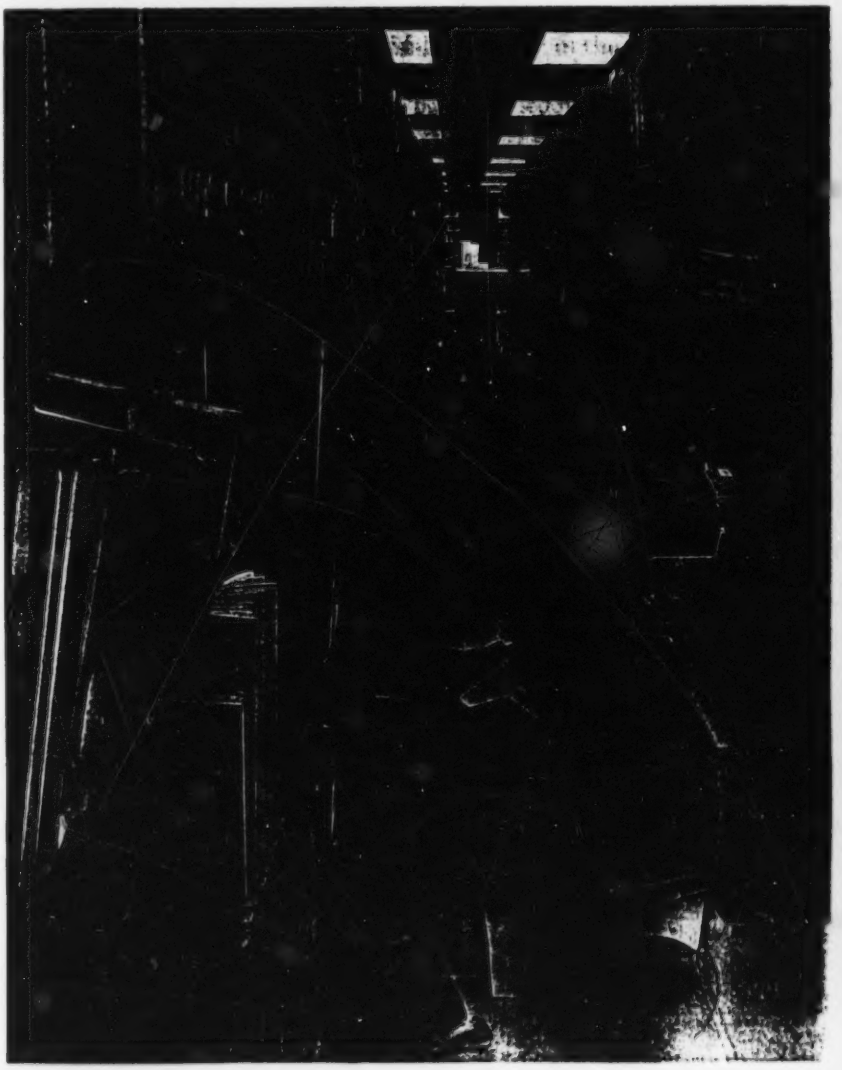
Figure 2: Books on Floor After Shelves Collapsed



Library officials attributed the backlog in cataloging and deficiencies in maintenance and preservation of materials to a lack of staff and funding. For example, the Library lacks staff qualified to do original cataloging.[7] In fiscal year 1988, due to budget constraints, the Library

[7]Original cataloging is done when no previous cataloging record on OCLC can be found. Many historical and rare books require original cataloging.

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ended its contract for technical services, which primarily included cataloging. Currently, the Library's ability to contract out for cataloging and preservation services is limited. The Library Services and Construction Act Amendments prohibit the Library from contracting out for services exceeding $50,000 until September 30, 1991.

Conclusion

At the time of our review, the Education Research Library was of limited usefulness. For example, about half of its estimated 250,000 volumes are uncataloged and thus, not readily accessible to users, and some 40,000 rare and historical books require rebinding or other preservation services. Further, the Library is underused by Education staff and many researchers are unaware of the facility and its services. OERI has appointed an advisory committee to articulate a collection development policy for the Library. Such a policy is needed to define the expected library user and determine acquisition and preservation practices. No policy existed at the time of our review.

In the absence of such a policy, it is unclear if the current historical collection of books should be maintained at Education's Library or at some other library. Similarly, it is unclear whether the contemporary collections are adequate.

Recommendation to the Secretary of Education

We recommend that the Secretary determine the scope and responsibility of Education's Library and assure that, in line with this determination, the OERI Library Advisory Committee revise the Library's mission statement and design a collection development policy in a timely fashion. Thereafter, the Secretary should make sure that resources budgeted are consistent with the Library's mission and collection development policy.

Agency Comments

Education reviewed a draft of the report. It generally agreed with our findings and affirmed its commitment to improving the Library's services. In addition, Education suggested changes to clarify the report which we incorporated as appropriate. (See app. VI.)

We are sending copies of this report to the Secretary of Education and other interested parties. If you or your staffs have any questions concerning this report, please call me on (202) 275-1793. The major contributors to this report are listed in appendix VII.

Franklin Frazier

Franklin Frazier
Director, Education and
Employment Issues

Education and Library Associations Interviewed by GAO

Organization	Location	Full-time staff	Members
American Association of School Administrators	Arlington, VA	65	18,770
American Association of University Professors	Washington, DC	34	44,000
American Education Research Association	Washington, DC	22	17,000
American Federation of Teachers	Washington, DC	140	700,000
American Library Association	Chicago, IL	225	50,000
Association of Research Libraries	Washington, DC	16	190
Business Roundtable	Washington, DC	4	200
Conference Board	New York, NY	250	2,000
Council of Chief State School Officers	Washington, DC	45	57
Department of Defense Dependent Schools	Arlington, VA	84	11,000
National Alliance of Business	Washington, DC	100	2,000
National Association of State Boards of Education	Washington, DC	100	650
National Education Association	Washington, DC	500	2,000,000
National Governors' Association	Washington, DC	100	55
National Parent Association	Washington, DC	78	6,800,000
National School Boards Association	Alexandria, VA	175	52
Office for Advancement of Black Public Colleges	Washington, DC	30	149
Phi Delta Kappan	Bloomington, IN	76	135,000
Quality Education for Minorities Network	Washington, DC	8	14,000
United States Student Association	Washington, DC	5	250

Department of Education Research Library Collections

Primary Collections

The Library's primary collections include:

- A circulating contemporary collection of more than 60,000 volumes published since 1965. These books cover major works in the field of education, as well as public policy, psychology, and the social sciences.
- About 800 current periodical subscriptions and about 1,500 periodical titles, including newspapers, congressional materials, and other government publications.
- The complete microfiche collection of the Educational Resources Information Center (ERIC) system,[1] which contains thousands of reports, including unpublished research studies.
- A reference collection consisting of, among other things, current dictionaries, encyclopedias, education and general subject indexes, and access to automated data bases.

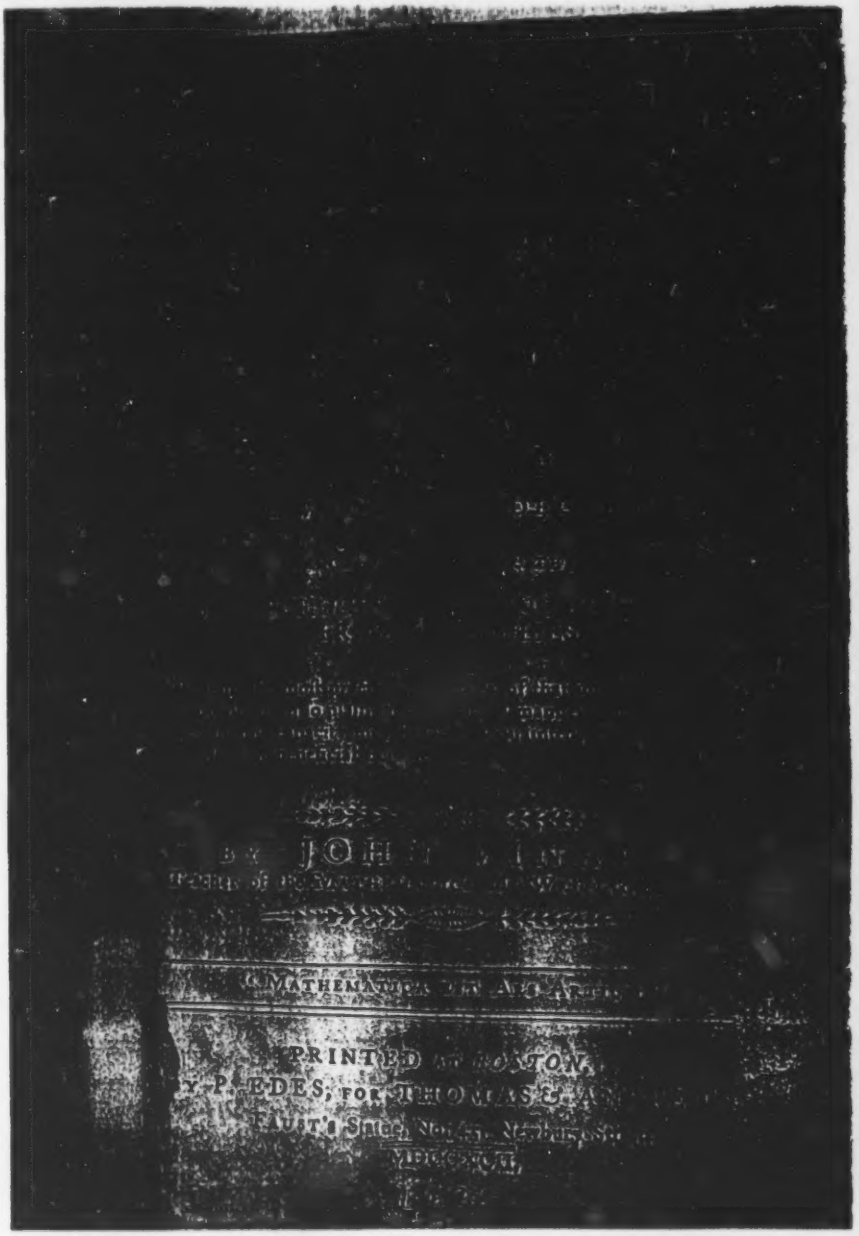
Special Collections

The special collections, which contain materials dating to the 15th century, include:

- Nearly 500 rare books, published before 1800, mostly in the field of education. Much of the collection was donated by Henry Barnard, the first Commissioner of Education. Barnard, interested in establishing an educational library, left his own extensive private collection of books on education with the Bureau of Education when he resigned as commissioner in 1870. The rare book collection contains volumes published during the 15th to 18th centuries. The earlier books are primarily in Latin, with some in Italian and German. About 200 of the rare books—primarily textbooks—have been restored and are cataloged (see fig. II.1).

[1]This system is an OERI-funded nationwide information network that provides users access to education literature. The ERIC data base consists of unpublished papers, conference proceedings, literature reviews, curriculum material, and other state and local education publications, as well as articles from nearly 800 journals.

Figure II.1: Arithmetic Text, Published in 1792, Dedicated to John Hancock and Believed to Be Signed by Him



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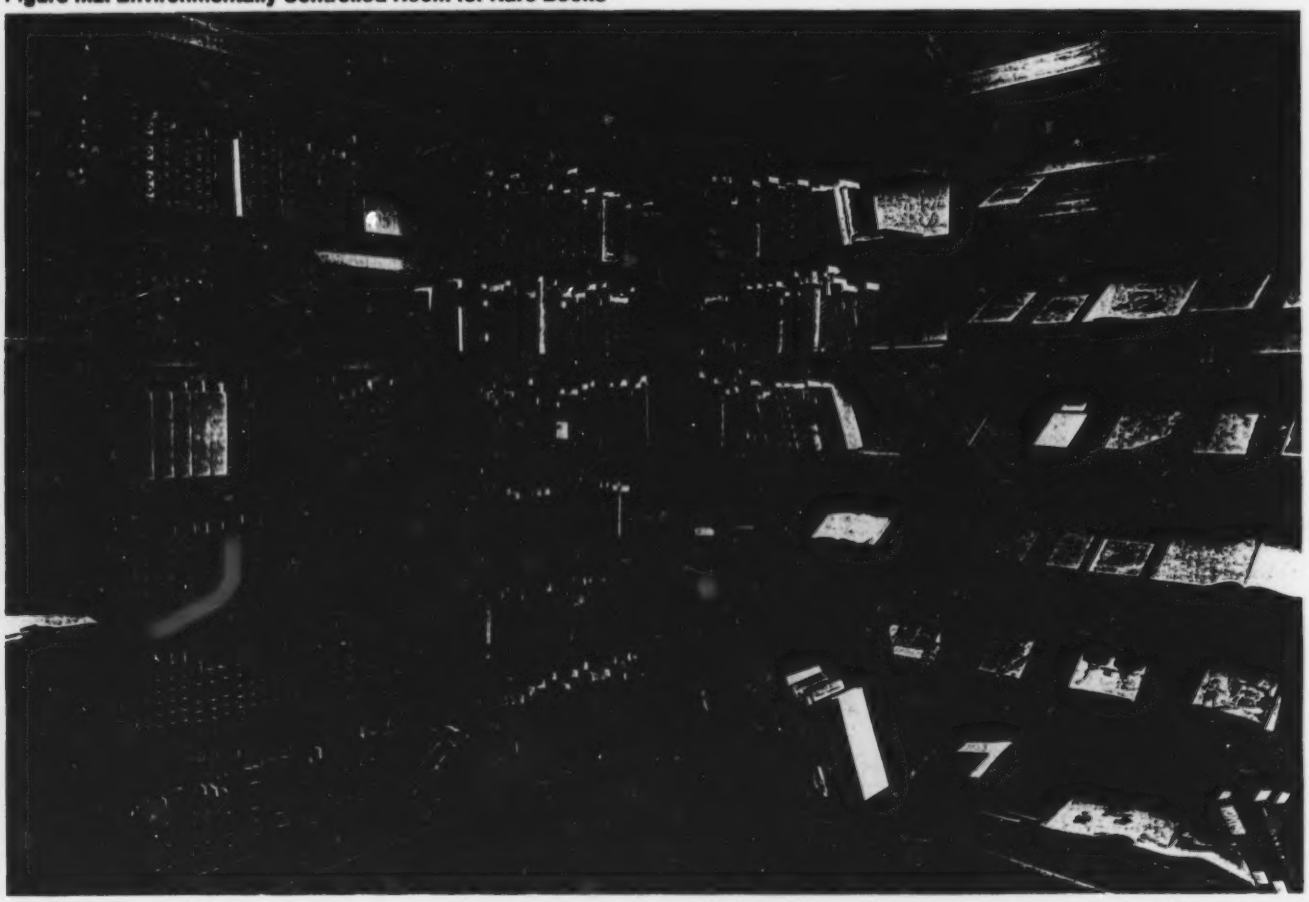
These books are housed in a special environmentally controlled room (see fig. II.2). The room is kept locked and only opened on special request.

Figure II.2: Environmentally Controlled Room for Rare Books



- Three textbook collections—early American (1775-1900), modern American (1900-1959), and current American textbooks (1960-present). Many of the books were part of Henry Barnard's private collection. They cover a variety of disciplines ranging from art education to zoology. The 40,000 textbooks in the early American collection have not been cataloged; they are tightly shelved in a locked, dusty storage room; and many need new binding.

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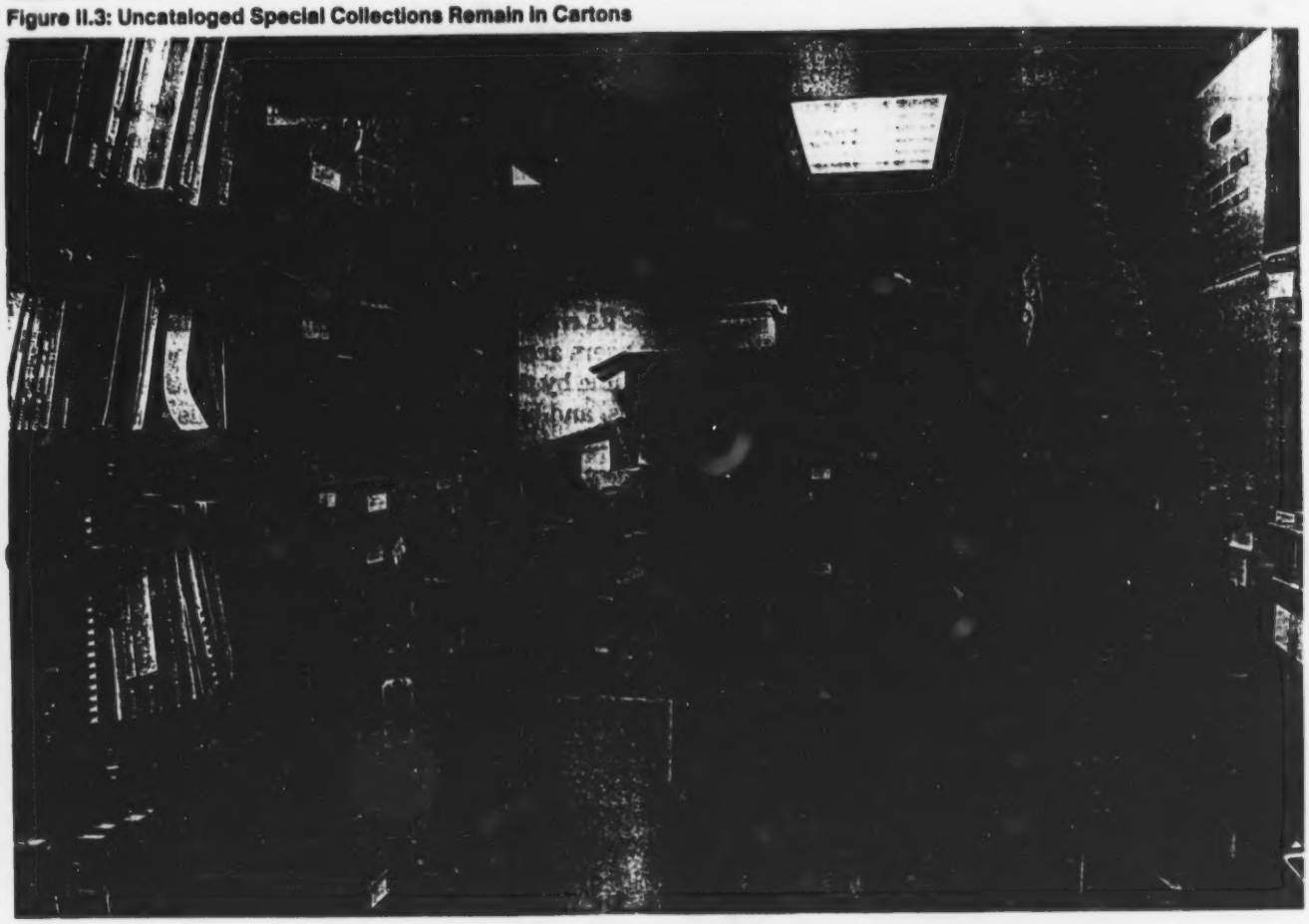
- About 5,000 children's books, including classics, prizewinning books, and various other types of literature, such as plays and poetry.
- Historical book collection consisting of a circulating collection of more than 150,000 volumes dating from 1800 to 1964. The collection includes the education-related holdings of the former HEW.
- State education journals dating back to the late 1800s. The collection came from HEW and the National Education Association.
- The Kathryn Heath and Elaine Exton Collections, which contain policy-relevant materials from the 1930s to 1970s. Both collections are packed in cartons and have not been cataloged (see fig. II.3). Kathryn Heath donated the collection named after her. She was the Assistant Commissioner for Special Studies in the Office of Education. The collection includes legislative materials, reports, evaluations, and policy documents from the 1950s and 1960s. Elaine Exton, a Washington, D.C., area journalist, willed the collection named after her. The collection contains materials dating back to the 1930s, including substantial materials on World War II, international education, and international youth.

Figure II.3: Uncataloged Special Collections Remain in Cartons



Other special collections include international education periodicals and educational products. The products, including children's games, were developed by school districts through funding from Department grants and identified through the Department's National Diffusion Network. According to a Library official, the products are proprietary because some school districts that developed the products sell them and, therefore, Library users are not permitted to check out the materials.

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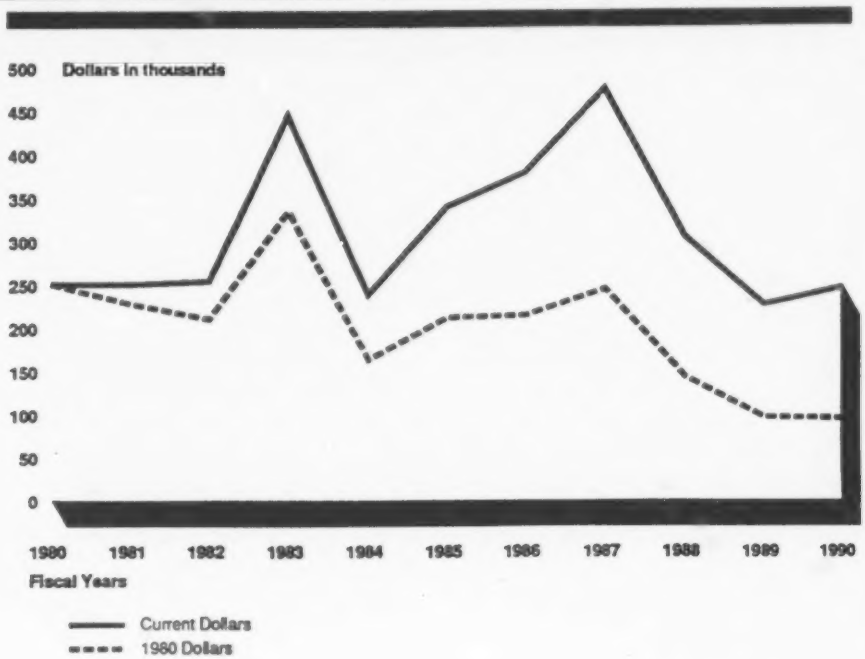
Effectiveness of Research Library's Services Provided to Education Employees

According to a July 1989 Education survey of its staff, the Research Library is underused. The survey showed that while 63 percent of its employees need library services in their work, only 42 percent have eve used the Library. About half of the individuals using the library said they use it less than once a month, while the other half use it once a month or more. Employees said that the Library's inconvenient location and lack of needed materials were the major reasons for its relatively low use.

In April 1990, Education established a satellite library in its headquarters to help increase its employees' library use. The satellite operation primarily provides users access to data bases describing the collections located in or retrievable by the main library, offers legislative reference and research services, and has a few newspapers, journals, and other reference materials. Once an employee identifies needed material available in the main library, the staff arrange for messengers to deliver the material to the satellite or transmit the materials by fax. Because of the short time the satellite library has been in operation, we did not determine if employees' usage of available library services has increased.

Education researchers and others outside the federal government in need of gathering education information generally are unaware of the Library's various collections. In some cases, they did not know it existed, according to experts and representatives of education organizations. Representatives from 11 of the 20 organizations we interviewed stated that their staffs rarely or never use the Library to gather education information. Representatives of the other 9 organizations said that their staffs sometimes or always used the Library to obtain needed information. Of the organizations rarely or never using the Library, most (7 of 11) said that their staffs did not know it existed or about its collections.

Department of Education Research Library Nonpersonnel Expenditures (Fiscal Years 1980-90)



Appendix V

Views on Expanding Public Access to Research Library

In the opinion of library experts and representatives of 15 of the 20 education organizations we interviewed, the Research Library needs to increase public access. Three recent studies conducted or commissioned by Education proposed several alternatives for improving public access but no further action has been taken.

Several of these representatives said that expanding public accessibility would likely improve users' ability to obtain needed data. Interview respondents said that increased public accessibility is important because their members have difficulty obtaining education information and reference materials from any library or other sources. More than half of the organizations said that their members have either moderate or great difficulty in obtaining needed information, such as historical and legislative documents (copies of legislation or congressional hearing transcripts) and accessing education data bases.

During the past 5 years, Education has developed several proposals for expanding the Library's role to better serve the public's education information needs. A 1985 NIE proposal to the Secretary of Education focused on the possibility of creating a National Education Library. The proposal stated that such a library could become the principal American center for collection, access, preservation, and effective use of education-related resources. It proposed expanding the Library's staff from 20 to 60 and increasing its annual budget from $315,000 to $7 million.

Two 1989 studies[1] commissioned by Education evaluated the feasibility of the Library becoming a National Education Information Reference Center. Such a center would (1) refer the public to libraries close to the homes or businesses that contain specific information needed and (2) provide the public with answers to education-related questions. One of the two studies proposed an implementation time frame of 3 years. Although specific cost estimates were not available, the center would need less space, staff, and funding than a national library.

In January 1988, Education convened a symposium with a group of education librarians to discuss the need for an information center. Participants endorsed the need for such a center. They agreed that the Research Library should serve as a catalyst to complement and augmen

[1]These studies were conducted by John W. Collins III, Librarian, Monroe C. Gutman Library, Harva Graduate School of Education.

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information collected and disseminated by OERI and to target such information to the underserved. Education has not adopted any of the studies' recommendations.

Representatives of most of the education organizations we contacted indicated that some of or all the services proposed under the National Education Information Reference Center approach would be useful to their organizations. Services that they said would be most useful included (1) an electronic network user access with major education libraries for retrieving education information; (2) a national reference service that would include, for example, computerized literature searches, document delivery, and research counseling; and (3) an index of libraries with significant collections of materials on particular topics (See table V.1 for survey responses on the usefulness of these and other specific services.) The expanded dissemination services would target information and products to the broad constituencies of education—particularly those who are currently underserved, such as practitioners, mid-level administrators, parents, and school board members

Table V.1: Usefulness of Proposed Education Library Services and Materials[a]

Services	Very useful	Moderately useful	Somewhat useful	Not at all useful	Does not apply	No response does not know
A network of user access with organizations having major education libraries and collections	9	4	4	1	1	
Training programs for school librarians and media specialists	3	2	2	4	7	
Internships for information specialists and librarians	5	3	1	5	6	
Publishing services for topics on which there is a scarcity of information	10	3	2	4	2	
National list of journals held by libraries across the country	8	2	5	3	2	
Index of libraries with significant collections of materials on specific topics	10	3	3	3	1	
Directory of U.S. textbook collection	4	0	4	9	3	
Providing leadership in dissemination of education information services	8	2	3	4	0	
Index of historical materials maintained by educational organizations	6	3	5	4	1	
National reference service, including computerized literature searches, document delivery, and research counseling	13	3	1	2	0	

[a]These services were taken from a Department of Education commissioned paper: "A Proposal to Establish a National Education Information Reference Center" by John W. Collins III, November 1989

Comments From the Department of Education

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

MAR 12 1991

Mr. Franklin Frazier
Director, Education and
Employment Issues
Human Resources Division
U.S. General Accounting Office
Washington, DC 20548

Dear Mr. Frazier:

Thank you for the opportunity to review and comment on the draft GAO report, "Department of Education Library: Actions Needed to Improve Its Usefulness." Our comments relating to misconceptions and/or specific factual errors are summarized in the enclosure to this letter. Although we agree in general with the findings cited in the report, we feel that it does not reflect some significant information that is pertinent to the congressional inquiry that led to GAO's review. In addition, we believe that the recommendation needs clarification.

Our major concerns about the report as currently presented are:

(1) The report was completed prior to the reorganization of the Office of Educational Research and Improvement. As a result of this reorganization, the Library Section and the Education Reference Center Section now report to the Director of the Office of Library Programs (LP). The reorganization should be noted in the report.

(2) Although there is acknowledgement of the two sections that form the Research Library Branch--the Library Section and the Education Reference Center Section--the report addresses primarily the Library Section, with little, if any, attention given to the Education Reference Center Section. The work of this section needs to be addressed in the report.

(3) The report confuses the purpose of a mission statement and a collection development policy. These are separate documents that are distinct but related: a collection development policy is derived from a mission statement. Because these documents form the basis for the library's operation, reflecting its scope of responsibility, the report needs to define them properly.

WASHINGTON, D.C. 20208—

Page 2 - Mr. Franklin Frazier

(4) The recommendation centers on the collection development policy, making it the driving force behind other actions. Before a mission statement or a collection development policy can be agreed upon, the Department needs to determine the research library's role and scope of responsibility. The recommendation needs to be rewritten, reflecting the correct sequence of actions.

(5) The report indicates that the legislation requiring the GAO study specifically called for an assessment of the scholastic and historic value of the library's collection. It appears from the report that GAO did not conduct its own study of the research library's collections. If this is indeed the case, the report should reflect that GAO's findings are based on previous reports commissioned by the Department of Education which were not undertaken for the same purpose as the GAO study.

Once these concerns are addressed, we believe that the final report will be useful to the Education Department in developing the services of its research library.

Sincerely,

Christopher T. Cross
Assistant Secretary

Enclosure

Major Contributors to This Report

Human Resources Division, Washington, D.C.	Fred E. Yohey, Jr., Assistant Director, (202) 426-0800 Deborah R. Eisenberg, Assignment Manager Henry Fowler, Evaluator-in-Charge Sandra Baxter, Evaluator Robert T. Geen, Evaluator LuAnn Moy, Social Science Analyst

Public Comment on the National Library of Education Received by OERI During Its Reauthorization Planning

A Synthesis Report

During 1994 the Office of Educational Research and Improvement (OERI) requested public comment on all aspects of P.L. 103-227, OERI's reauthorization statute. Among the hundreds of responses to the Assistant Secretary's *Federal Register* notice, 23 concerned the National Library of Education (NLE). The following is a brief summary of these comments arranged by NLE mission area. A complete set of the verbatim commentary is available from the Office of the Director, NLE.

NLE Management and Organization

Several commentators indicated their agreement with the Congress on the importance of having a National Library of Education. These commentators also noted that NLE should be a freestanding unit within OERI reporting directly to the Assistant Secretary, not subordinated to any other unit. In addition, commentators requested that NLE be assured of a consistent and adequate budget in order to accomplish its mission. Among the commentators making these points were the Chief Officers of State Library Agencies (COSLA), the Indiana State Library, the National Commission on Library and Information Science (NCLIS), local school districts (Washington, Virginia, Oklahoma), the University of Alabama, and a private business.

Collections and Technical Services

Numerous organizations requested that NLE collection focus, among other areas, on subjects of interest to their members. Specific requests included American Indian and Alaska Native education, special education, home schooling, adult literacy, bilingual education (including for adults), information on and for children and youth with disabilities, work-related education and training for special populations, delinquency and behavioral problems among school-age children and youth, cultural diversity and tolerance, statistical data (especially on postsecondary education), and cross-subject and interdisciplinary teaching and learning.

Commentators supported the need to have adequate funding to build the NLE collection, and one contribution suggested that the NLE collection should not be exclusively electronic. Another commentator, a state university librarian, requested that NLE become the lead library in developing national cataloging standards for educational textbooks and coordinate nationwide efforts in educational cataloging.

More than one commentator also requested that the NLE collection include works by practitioners, information on exemplary practices, and focus on "hot topics" of current professional interest to teachers, rather than be exclusively oriented toward social scientific research and theory.

Reference and Information Services

The main reference service request made by respondents to the OERI *Federal Register* notice was for user-friendly access to NLE materials and services. Commentators asked that NLE provide full information on all taxpayer-funded educational programs and research projects; provide extensive and comprehensive syntheses, directories, and lists relating to exemplary educational practices and how to contact state agencies and other places to learn more about them; and make all such products and services available online as well as in print. One commentator also requested that information and data be made available from NLE on how states were doing in reaching their educational goals, and another requested that statistical data be made available online and via disks that permit users to manipulate the data themselves rather than rely on packaged tabulations. Several commentators emphasized that reference information needed to be electronically accessible and also available in CD-ROM and disk formats, and a number of local districts and teachers suggested a videotape library of exemplary practices. Another commentator requested expanded hours of operation for the Technology Resources Center.

Three commentators, COSLA, the Indiana State Library, and the University of Oregon specifically recommended that ERIC be located within NLE. The University of Oregon also recommended that the ERIC system be redesigned and simplified along the lines of the National Library of Medicine's MEDLINE service.

Resource Sharing and Cooperation

The theme of high quality and accessible online services was a major point raised by all of the commentators interested in practitioner-oriented resources, most of whom also made comments relevant to reference and information services. Several commentators recommended that NLE coordinate multiple pointers and links among information providers and users. One commentator, COSLA, recommended that the Department's INet operation be located within NLE, and COSLA also noted that NLE's challenges and constraints actually provided it with "a unique opportunity" to function electronically as "a library without walls."

Several organizations, including NCLIS, noted that NLE needed to proactively market its services and resources to the field and especially to groups and localities not well served in the past by U.S. Department of Education information units.

A number of commentators also referred to the need for NLE to plan and develop effective coordination of the information coming out of the U.S. Department of Education and other agencies that it will be expected to provide. This process should involve deciding what information NLE is to provide, and how comprehensiveness and quality will be assured. Commentators also called for cooperation and coordination with private organizations, associations, and state agencies.

The Three Phases of ERIC

For the past 25 years, the Educational Resources Information Center (ERIC) has provided users with access to the education literature through its extensive database, publications, and user services. This article describes the evolution of ERIC and discusses changes in its mission and operating policies at three critical phases: at its creation; following the ERIC Redesign Study of 1987; and now, as it plans for its second quarter-century of operations amidst radical education reform and dramatic technological change.

In 1992, the U.S. Department of Education will be holding a competition for new 5-year contracts to operate the ERIC Clearinghouses, now 16 in number. To ensure a spirited competition, and to ensure that the new ERIC Clearinghouse tasks incorporate both traditional activities (such as database building) and new initiatives such as those described later in this article (e.g., electronic and optical full-text document dissemination), the Education Department invites interested readers to submit comments and suggestions about current and future ERIC products and services.

An Overview of ERIC

The Educational Resources Information Center (ERIC) is a nationwide information system sponsored and supported by the U.S. Department of Education's Office of Educational Research and Improvement (OERI). ERIC was founded, in the mid-1960s, for the purpose of achieving bibliographic control over the report literature produced by the department and its many contractors. ERIC has since expanded to cover the education-related document and journal article literature wherever it is produced. ERIC collects, analyzes, catalogs, indexes, abstracts or annotates, and makes available documentary information from public, private, local, state, federal, and international sources.

The decentralized structure of ERIC consists of a policy-making and -monitoring federal program office in the U.S. Department of Education (commonly referred to as Central ERIC), 16 subject-specific ERIC Clearinghouses (aided by a small number of volunteer Adjunct Clearinghouses), and three technical support contractors. Each Clearinghouse is responsible for collecting the literature within a major segment of the field of education. The technical support contractors are (a) the ERIC Processing and Reference Facility (for database building); (b) the ERIC Document Reproduction Service (EDRS) (for microfiche and document delivery); and (c) ACCESS ERIC (for systemwide publications, outreach, marketing, and referral services).

ERIC's most well-known product is undoubtedly its bibliographic education database—the world's largest—which contains approximately 730,000 records (over 310,000 documents and 420,000 journal articles). ERIC actively solicits for this database technical reports, conference proceedings and papers, curriculum materials, evaluation and policy studies, and many other kinds of documents, serving all levels of the educational community from the practitioner to the researcher. Items entering the database are announced, as appropriate, in one of ERIC's two monthly printed abstract journals: *Resources in Education*, covering documents; and *Current Index to Journals in Education*, covering journal articles. The database is available for computer searching via both online vendors (e.g., DIALOG, OCLC, and BRS) and CD-ROM vendors (e.g., SilverPlatter, DIALOG).

Some 98% of the documents collected by ERIC are archived on microfiche and made available to libraries and users by EDRS on a subscription basis or an on-demand basis. Some 80% of the journal articles selected by ERIC are available from standard reprint sources, such as University Microfilms International.

In addition to building the world's premier education-related bibliographic database, the ERIC components produce many publications of their own. The Clearinghouses prepare various syntheses, interpretive summaries, state-of-the-art reviews, annotated bibliographies, and digests. The support contractors produce a variety of directories, calendars, indexes, newsletters, and other reference tools.

Phase I—Historical Development

In the late 1950s and early 1960s, the U.S. Office of Education found itself faced with a proliferation of unpublished reports emanating from increased federal funding of research, exemplary programs, and demonstration projects. The first gropings for a solution to the problem—a system to track and disseminate federally sponsored research papers—can be found in concept and feasibility studies dating back to 1960. For example, the first efforts to conceptualize an ERIC *thesaurus*, a subject-indexing authority for such a future system, occurred in 1961. The concept of an ERIC system—combining document collection, indexing, and archiving—began to gel during this period; however, ERIC's gestation proved to be quite long. It wasn't until 1964 that an actual embryonic organizational unit called ERIC appeared within the Office of Education, and it wasn't until 1966 that the first 12 ERIC Clearinghouses and a central editorial and computer processing facility were established. In November 1966, the first issue of ERIC's abstract journal, then called *Research in Education*, appeared, creating a convenient milestone from which to count future anniversaries.

In 1967, an additional 6 Clearinghouses were established, for a total of 18. Since then, the number has fluctuated in response to needs and priorities. There have been a total of 23 different ERIC Clearinghouses, but the number has currently stabilized at 16. Also in 1967, the word *Research* in ERIC's name

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was changed to *Resources*, reflecting the emerging recognition that research results were not the only bibliographical resources that ERIC was going to collect.

Many of ERIC's basic organizing principles, still in use today, were determined very early in its life and reflect the careful planning of the founders. Much of the historical evolution of ERIC can be traced to the following three "signature" strategies:

- *Decentralized structure.* Unlike the other monolithic government information centers that might have served as its model, ERIC decided to adopt a decentralized model. Education in the United States was, and still is, a decentralized enterprise, with power dispersed to the states and localities, professional associations, and teachers unions. Information was being developed at all these levels, and a monolithic information center in Washington was not felt to be the best way to keep abreast of such a diffuse and dispersed community. Instead, a system of separate "Clearinghouses" was conceptualized, each concentrating on a major sector of the field of education and each bearing responsibility for acquiring the documentation of that subfield and for interacting with that particular part of the educational community.

The same decentralized structure pertains today, and it has served ERIC well in coping with the many constituencies that compose the field of education. Though decentralization is not without special problems of coordination and duplication caused by the geographically separated system components, on balance, the increased breadth of coverage, the diversity of contacts, and the variety of points of view represented have been ultimately assessed as strengths that outweigh the operational problems.

- *"Leveraging" of private sector for database dissemination.* Always modestly budgeted, ERIC was from the beginning forced to involve the private sector in an effort to "leverage" various dissemination products and services. ERIC had enough funds to create its bibliographic database, but not enough to invest in the necessary research and development to create all the products and services that could be derived from the database.

The micrographics contractor (EDRS), commercial publishers, and the online and CD-ROM vendors are all examples of organizations that provide ERIC products and services to the public, at no charge to the government. ERIC, in effect, gives these organizations a license to, in the first case, microfilm ERIC documents; in the second case, publish the ERIC *Thesaurus* and *Current Index to Journals in Education*; and, in the third case, include the ERIC database in commercial information retrieval systems. The organizations provide services and market products to the public, recovering their costs and making a profit in the process; the users, in turn, pay for what they specifically want, but pay no subsidy in tax dollars.

"Leveraging" is evident, to some extent, even in the Clearinghouse contracts, where the host organization holding the Clearinghouse contract typically provides some services (e.g., in-kind personnel, printing, and equipment) above and beyond those strictly required by the contract.

- *Document delivery as an essential service.* The first ERIC contract, before any of the Clearinghouses, established the EDRS. This is an indication of how crucial the early planners viewed document delivery. Unlike many information systems, which simply tell users about the existence of an item without solving the problem of obtaining a copy, ERIC wanted to be able to actually deliver the vast majority of the items it announced. Partly this stance was dictated by the fugitive nature of the report literature. If ERIC had not offered availability, the problems and frustrations of the users in this area would probably have led to more criticism than any system could bear. Be that as it may, ERIC was founded on the principle of closing the loop for the user as much as possible.

The nearly 900 ERIC microfiche collections that exist around the world, built up regularly through annual subscriptions, together with the ready on-demand availability of microfiche and reproduced paper copy documents from the EDRS, represent one of the strongest links in the ERIC chain of services.

While structural decentralization, private sector leveraging, and guaranteed document delivery are perhaps the major basic strategies of ERIC, there are several lesser strategies that might be mentioned:

- The bibliographic database as a fundamental foundation for the system, on which most other products and services are built and connected in some way.
- Primary coverage devoted to that part of the educational literature that is not handled adequately by anybody else (e.g., the report/fugitive/gray literature, encompassing such things as contractor reports, conference papers, and curriculum materials but generally not including the commercially published book literature).
- Relevance to all levels of the educational community, from the teacher concerned with tomorrow's lesson to the professor engaged in research. This implies an acquisitions net that is cast widely and that encompasses both the theoretical and the practical.
- A wide distribution of ERIC information, including the regular education community (teachers, administrators, researchers, counselors, students, etc.) as well as parents, policymakers, and the media, at the lowest possible cost.
- A database that changes in response to changing conditions. ERIC's acquisitions and selection criteria have been modified over time in response to new priorities (e.g., the inclusion of machine-readable data files), and new fields have been added to improve searchability and discrimination (e.g., Publication Type, Target Audience). In 1990, the full text of certain selected documents (i.e., ERIC Digests) became available to online users.

Phase II—The ERIC Redesign

In 1986–1987 there occurred perhaps the single most significant event in the development of ERIC since its birth. This was the ERIC Redesign Study, a top-to-bottom examination that involved the internal staff at the Department of Education, an outside panel of reviewers, and numerous critiques from the field. This intense examination of ERIC culminated in a widely discussed paper titled "ERIC in Its Third Decade" (Bencivenga, 1987). Later that year, on July 30, 1987, the House Subcommittee on Select Education sponsored the first oversight hearings on ERIC (ED 287 519). As a result of these activities, three main policy emphases were identified for ERIC's immediate future:

- ERIC products and services should become more widely used and available.
- ERIC should become better integrated into OERI's mission of gathering, analyzing, and reporting information on the status and condition of American education.
- ERIC should serve a wider, more

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diverse audience, including policymakers, journalists, practitioners, and the general public.

Some of the strategies for accomplishing these goals included the following:

- ACCESS ERIC, the first new system component in over two decades, to serve as an outreach arm for ERIC, strengthening marketing, publicity, advertising, and public relations, and helping to actively disseminate ERIC's products and services (call 1-800-USE-ERIC).
- Adjunct Clearinghouses as an aid to achieving better coverage of the literature and as a source of volunteer financial support. (ERIC now has Adjunct Clearinghouses in the areas of Literacy Education for Limited-English-Proficient Adults, Art Education, U.S.-Japan Studies, Compensatory Education, and Consumer Education.)
- ERIC Partners as an attempt to multiply ERIC's dissemination efforts and to achieve a wider audience via the martialing of its major users. The improved integration of ERIC with OERI's other major programs, such as the Research and Development Centers and the Regional Educational Laboratories, has also received attention. The ERIC Clearinghouses are now actively producing publications in partnership with these units; the flow of products from these units to the ERIC database is now routinized; and ERIC, the Labs, and the Centers now regularly participate in joint planning and dissemination activities.

Current Status

Federal funding for the ERIC program in recent years has been approximately $6.5 million per fiscal year. With this sum, ERIC supports 16 Clearinghouse contractors, three support contractors, and various other systemwide services such as printing. ERIC has established and maintains a network of over 1,600 acquisition arrangements with organizations that regularly send ERIC their education-related output; similarly, ERIC's over 500 Partners routinely receive and redistribute ERIC materials to their own members.

In 1991, the ERIC system:

- Acquired and indexed 30,000 new items for the ERIC database (13,000 documents and 17,000 journal articles);
- Responded to over 100,000 information requests from the public;
- Cooperated with public and private information vendors to apply new technologies (e.g., CD-ROM, online education services) to disseminate key materials to educators (some estimated ERIC database usage statistics for the year are 100,000 users from 90 countries using 100,000 hours of connect time in performing 450,000 online searches and subscribing to some 3,000 ERIC-on-CD-ROM retrieval systems);
- Established and maintained partnerships with over 500 educational organizations;
- Produced over 200 publications, over a million copies of which were disseminated to diverse audiences;
- Produced and sold over 17 million microfiche and paper copies of ERIC documents;
- Distributed *Resources in Education* (via the Government Printing Office) and *Current Index to Journals in Education* (via Oryx Press) to (between them) over 3,000 subscribers, over 1,000 U.S. Depository Libraries, and (via the Library of Congress) nearly 85 foreign governments and institutions; and,
- Regularly provided materials to over 900 information centers (nearly 800 in the United States and 120 spread across 24 other countries) that maintain extensive microfiche collections or perform computer searches of the ERIC database for clients.

Phase III—Eight Initiatives for the Future

The recompetition of the ERIC Clearinghouses in 1987 became a vehicle to implement several of the recommendations that emerged from the redesign study; similarly, the upcoming 1992 Clearinghouse competition will establish some of the new tasks and directions that will characterize the ERIC program as it enters its second quarter-century of service. Eight program-improvement initiatives—some of which are underway while others are purely conceptual at this stage—are discussed below. These initiatives have many different origins, ranging from recent program staff and field-initiated suggestions and activities to long-standing debates about the nature and reach of ERIC.

1. *ERIC in the Schools and Community—Achieving the National Education Goals.* In its quarter-century history, ERIC has evolved into a comprehensive system widely recognized as the premier source of information for planning education activities, developing new programs, carrying out research, and making program decisions. The ERIC Clearinghouses are now giving priority to the identification, development, and dissemination of high-quality materials pertaining to the six national education goals.

The individual school is the key site of education reform. The surest way to reform education is to give teachers, principals, and parents the authority and responsibility to make important decisions about how the school will operate. If site-based management and restructuring are to succeed, and if the nation is to make significant progress in achieving the six goals adopted by the president and the governors, local educators must have ready access to research and instructional information to make rational decisions leading to school improvement. ERIC has already begun to work with a number of schools implementing school-based management to assure that critical information is available from which to make informed decisions, e.g., ERIC on CD-ROM, an EDRS collection of ERIC documents on microfiche, full-text CD-ROM products if available, and access to other key education information sources.

By 1993, schools and communities throughout the country—including public schools, private schools, and business-supported academies and skill clinics—will be considering how they might become New American Schools and America 2000 Communities. ERIC will provide access—through its database, publications, new full-text products, and other means—to the most current information possible (including but not limited to World Class Standards for the core educational areas, exemplary curricular and program materials, new assessment instruments, and current research findings) directly to schools, communities, "design teams" funded by the New American Schools Corporation, governors' academies, and other institutions participating in the remaking of the American education enterprise.

2. *Full-text delivery of education materials.* Long discussed in the ERIC system, some first steps have recently been taken to provide full-text access to selected materials. The ERIC Digests Online (EDO) full-text file—now available online through DIALOG and GTE Education Services—is one such example.

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Also, ERIC has been working with a major information company to develop a prototype CD-ROM product containing the full text of hundreds of key education documents and journal articles, as well as complete issues of approximately 100 core education journals. The "Compact ERIC" is envisioned as containing the most important, significant, and useful documents and articles announced in ERIC. These materials are essentially of two types. First, there are major policy and goals papers, commission reports, ED publications, evaluation reports, and research syntheses. Second, the Compact ERIC will also contain the best items in ERIC intended for practical use by teachers, principals, school district administrators, curriculum coordinators, guidance counselors, other school professionals, and parents, including carefully selected teaching-related materials, theory-into-practice research results, curricular and classroom materials, and reference and resource guides. The prototype, which provided about 75,000 CD-ROM-stored page images cross-indexed to the ERIC database, has recently been field tested.

3. *Diversification of funding sources.* ERIC has long recognized the desirability of obtaining continued support from other components both within and outside ED. Adjunct Clearinghouses, a few of which are already supported by funding from other parts of the department and foundations, are one manifestation of how outside support can be used. However, ERIC may also seek support from specific program offices, within ED and elsewhere, to help subsidize expanded coverage and comprehensiveness in topic areas of interest to those programs and their constituents. In addition, ERIC is pursuing some options by which reasonable usage fees can be collected from online vendors, CD-ROM vendors, and other commercial purveyors of the ERIC database to the public (in the past, ERIC has charged no fees or royalties for use of its database).

4. *Coverage and delivery of nonprint materials.* ERIC has, with some exceptions, concentrated on the document and journal literature. While ERIC has paid increasing attention in recent years to identifying and indexing some of the major education databases, questions remain about what ERIC's role should be in acquiring, indexing and even disseminating nonprint materials, including but not limited to videotapes, multimedia packages, computer diskettes, CD-ROMs, interactive laserdiscs, etc. While it is clear that ERIC could pay increasing attention to indexing such materials, cost-effective procedures for copying and disseminating them (even assuming copyright permission) appear much more problematic.

5. *Expanded international activities.* ERIC has been planning or participating in several activities designed both to expand the overseas dissemination of U.S.-developed education information and to broaden our access to foreign-produced materials. Some activities and ideas for the greater internationalization of ERIC include cooperative work now underway with the International Association of Universities and UNESCO to develop a worldwide bibliography of higher education materials; discussions with the United States Information Agency and the Agency for International Development on ways to make ERIC materials available to developing nations (all overseas British Council libraries already have ERIC available on CD-ROM); cooperating with ERIC-equivalent organizations in other English-speaking countries to develop an integrated database; and establishing ERIC nodes on the major international computer networks (e.g. BITNET, INTERNET) to facilitate document and information exchange.

6. *ERIC research and development partners.* While many commercial and academic organizatons use ERIC products for their own purposes, few have established any meaningful collaborative R&D projects with the ERIC system. Over 125 documents, articles, and study reports about the ERIC system have been produced in the past 6 years, but they are rarely done in collaboration or even consultation with either OERI or the ERIC components. This element of collaboration would be a valuable step toward ensuring that research and development activities related to ERIC products and services will have a direct and positive effect on improving access and use of education information in the schools. In conjunction with the ERIC system components, ERIC "R&D" Partners" can help to develop targeted new products and services, applications of new technologies to improve the selective dissemination of education information, and enhanced coverage of the education field.

7. *Greater comprehensiveness of coverage.* With its limited resources ERIC Clearinghouses have always had to make difficult decisions about which documents and journal articles would be indexed for inclusion in the ERIC database. For instance, though *Current Index to Journals in Education* claims to cover about 800 journals, very few of those are actually indexed cover to cover. Most journals are indexed selectively; that is, not all of the education-related articles will be cited in the ERIC database. We are contemplating the establishment of a list of "core journals"—perhaps 100 or so—that will be indexed cover to cover in the future. A related issue concerns the monographic book literature, that is, materials generally produced commercially and accessible through library card catalogs: Should ERIC pay increasing attention to indexing such materials? If so, which?

8. *Value-added services.* In preparing the prototype Compact ERIC full-text product on CD-ROM, ERIC Clearinghouses were asked to determine which materials from the ERIC database should be included in a highly selective compilation of practice- and policy-oriented materials. On an ongoing basis, the Clearinghouses are continuing to identify these "best" materials. How can ERIC most constructively continue this emphasis on assessing the quality of documents and journal articles selected for the database?

Summary

The eight initiatives described above are far more than a wish list. Considerable thinking, planning, and resources have already gone into some of these initiatives. Nevertheless, for the most part, these initiatives are not yet formally part of the required work of the ERIC Clearinghouses, nor have final policy decisions been made about many of them. Before these new directions are formally incorporated into the scopes of work of the ERIC components—in particular, as part of the new Clearinghouse contracts that will be issued in 1992—we are seeking feedback from interested and informed ERIC users: researchers, librarians, educators and policymakers. In particular, we are interested in responses to the following two questions:

- What suggestions do you have to improve current ERIC products and services? In general, how satisfied are you with the ERIC database and related products, ERIC publications, and ERIC user services?

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• What suggestions do you have for the future expansion or enhancement of the ERIC program? Which of the initiatives described above seem particularly worthwhile, and which seem problematic?

Comments should be directed to: Dr. Robert M. Stonehill, Director, ERIC Program, U.S. Department of Education, OERI, 555 New Jersey Ave., NW, Washington, DC 20208-5720.

Many documents have been written about ERIC. Every 3 years the ERIC Processing and Reference Facility issues a "Bibliography of Publications About ERIC" (free on request). Through 1988, 407 publications dealing with ERIC have been cited. The following references provide a concise but complete picture of ERIC to date: Brandhorst, 1990; Hoover and Brandhorst, 1982; Office of Educational Research and Improvement, 1991; U.S. Congress, 1987; Stonehill, 1990; and Trester, 1979.

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ROBERT M. STONEHILL *is director of ERIC (his address appears at the end of the article).* TED BRANDHORST *is director, ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 400, Rockville, MD 20850-3238.*

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Correction

A correction should be noted in the Statements of Purpose for AERA Journals, which appeared in the last issue. Only one editor will be receiving feature articles for *Educational Researcher* after July 31, 1992. He is Robert Floden, and his address appears correctly in the Statements of Purpose.

A Special Notice About the May Issue

The next issue of ER will be mailed about the middle of May. It will contain the call for proposals for the 1993 Annual Meeting in Atlanta, April 12–16.

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THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

An Overview of ERIC

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In addition to building the world's premier education-related bibliographic database, the ERIC components produce many publications of their own. The Clearinghouses prepare various syntheses, interpretive summaries, state-of-the-art reviews, annotated bibliographies, and digests (all told, in excess of 200 publications per year). The support contractors produce a variety of directories, calendars, indexes, newsletters, and other reference and referral tools.

Historical Development (Tables 1 and 2)

In the late 1950s and early 1960s, the U.S. Office of Education found itself faced with a proliferation of unpublished reports emanating from increased federal funding of research, exemplary programs, and demonstration projects. The first gropings for a solution to the problem—a system to control and disseminate federally sponsored education-related research papers—can be found in concept and feasibility studies dating back to 1960. For example, the first efforts to conceptualize an ERIC *Thesaurus*, i.e., a subject-indexing authority for such a future system, appeared in 1961. The concept of an overall ERIC *system*—combining document collection, cataloging, indexing, abstracting, announcement, archiving, and dissemination—began to emerge during this period under the leadership of Dr. Lee Burchinal; however, ERIC's gestation proved to be quite long. It wasn't until 1964 that an actual embryonic organizational unit called *ERIC* appeared within the Office of Education. Then in quick succession, however, a contract was let in 1965 for the ERIC Document Reproduction Service (EDRS) and contracts were let in 1966 for the first twelve ERIC Clearinghouses and a central editorial and computer processing facility. In November

TABLE 1

ERIC Directors, 1965–1991*

(Central ERIC, Clearinghouses, and Support Contractors)

[illegible]	Central	[illegible]	[illegible]	[illegible]	[illegible]
CERIC	Central ERIC	1965-66 1966-70 1970-78 1978-82 1982-86 1986-87 1988-	Harold A. Haswell Harvey Marron Charles W. Hoover Robert E. Chasley Charles W. Hoover Alan Moorehead Robert M. Stonehill	Office of Education (OE) Office of Education (OE) National Institute of Education (NIE) National Institute of Education (NIE) National Institute of Education (NIE Office of Educational Research and Improvement (OERI), U.S. Department of Education Office of Educational Research and Improvement (OERI), U.S. Department of Education	

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
AC	Adult Education	1967-72 1973	Roger DeCrow Stanley Grabowski	Syracuse University Syracuse University	Merged into CE in 1973
AL	Linguistics	1966-71	A. Hood Roberts	Center for Applied Linguistics (CAL)	Merged into FL in 1971
CE	Adult, Career, and Vocational Education (formerly Career Education)	1973-76 1976-79 1980-87 1987-	David Tiedeman Maria Peterson Juliet Miller Susan Imel	Northern Illinois University Ohio State University Ohio State University Ohio State University	
CG	Counseling and Personnel Services	1966-	Garry R. Walz	University of Michigan	
CS	Reading and Communication Skills	1972-83 1984-87 1988-	Bernard O'Donnell Charles Suhor Carl Smith	National Council of Teachers of English (NCTE) National Council of Teachers of English (NCTE) Indiana University	

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EA	Educational Management	1966-67 1967 1968-69 1969-	Ione F. Pierron Philip K. Piele (Acting) Terry L. Eidell Philip K. Piele	University of Oregon University of Oregon University of Oregon University of Oregon	
EC	Handicapped and Gifted Children	1966-69 1969-70 1970-80 1980	June Jordan Paul Ackerman Donald K. Erickson Frederick Weintraub	Council for Exceptional Children (CEC) Council for Exceptional Children (CEC) Council for Exceptional Children (CEC) Council for Exceptional Children (CEC)	
EF	Educational Facilities	1967-68 1968-70	John Yurkevich Howard Wakefield	University of Wisconsin University of Wisconsin	Merged into EA in 1970
EM	Educational Media and Technology	1967-68 1969-70 1971-72 1972-73	Wilbur Schramm William Paisley Donald Coombs Richard E. Clark	Stanford University Stanford University Stanford University Stanford University	Merged into IR in 1973
FL	Languages and Linguistics	1966-70 1971-74 1974-78 1978-80 1981-86 1986-	Kenneth W. Mildenberger Warren Born A. Hood Roberts Peter A. Eddy John L. D. Clark Charles W. Stansfield	Modern Language Association (MLA) Modern Language Association (MLA) Center for Applied Linguistics (CAL) Center for Applied Linguistics (CAL) Center for Applied Linguistics (CAL) Center for Applied Linguistics (CAL)	
HE	Higher Education	1966-69 1969-74 1974-77 1977-	Lloyd H. Elliott Carl J. Lange Peter Muirhead Jonathan D. Fife	George Washington University George Washington University George Washington University George Washington University	
IR	Information Resources	1973-74 1974-77 1977-80 1980-	Richard E. Clark Lewis Mayhew Donald P. Ely Michael B. Eisenberg	Stanford University Stanford University Syracuse University Syracuse University	
JC	Junior Colleges	1966-	Arthur M. Cohen	University of California at Los Angeles (UCLA)	
LI	Library and Information Science	1967-70 1970-73	Wesley Simonton Herbert R. Kaller	University of Minnesota American Society for Information Science (ASIS)	Merged into IR in 1974
PS	Elementary and Early Childhood Education	1967-70 1970-	Brian W. Carss Lilian G. Katz	University of Illinois University of Illinois	

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183

RC	Rural Education and Small Schools	1966-68 1968-84 1984-86 1986-87 1968-89 1990-	Alfred M. Potts Darrell S. Wiley Everett Eddington Jack P. Cate Betty Rose Rice C. Todd Strohmenger C. Todd Strohmenger (Co) Craig B. Hawley (Co)	New Mexico State University New Mexico State University New Mexico State University New Mexico State University New Mexico State University Appalachia Educational Laboratory (AEL) Appalachia Educational Laboratory (AEL)	
RE	Reading	1966-68 1968-72	Edward G. Summers Lee Fay James Lalley	Indiana University Indiana University Indiana University	Merged into CS in 1972
SE	Science, Mathematics, and Environmental Education	1966-68 1968-80 1980-81 1981-	John S. Richardson Robert Howe Patricia E. Blosser (Acting) David Haury	Ohio State University Ohio State University Ohio State University Ohio State University	
SO	Social Studies/Social Science Education	1970-75 1975-86 1986-	Nicholas Helburn Irving Morrissett John J. Patrick	Social Science Education Consortium, Inc. Social Science Education Consortium, Inc. Indiana University	
SP	Teacher Education (formerly School Personnel)	1966-68 1968-74 1974-76 1976-81 1981-83 1983 1983-87 1987-	Leonard J. West Joel L. Burdin Jesse Yff Karl Massanari Jesse Yff Michael Sutter (acting) Elizabeth Ashburn Mary Dilworth	City University of New York American Association of Colleges for Teacher Education (AACTE) American Association of Colleges for Teacher Education (AACTE) American Association of Colleges for Teacher Education (AACTE) American Association of Colleges for Teacher Education (AACTE) American Association of Colleges for Teacher Education (AACTE) American Association of Colleges for Teacher Education (AACTE) American Association of Colleges for Teacher Education (AACTE)	
TE	Teaching of English	1967-72	Bernard O'Donnell	National Council of Teachers of English (NCTE)	Merged into CS in 1972
TM	Tests, Measurement, and Evaluation	1970-72 1972-87 1987 1988-	Henry S. Dyer S. Donald Melville Gary J. Echternacht Lawrence M. Rudner	Educational Testing Service Educational Testing Service Educational Testing Service American Institutes for Research	
UD	Urban Education (formerly Urban Disadvantaged)	1966-68 1968-79 1979-	Edmund W. Gordon Dossy A. Wilkerson Edmund W. Gordon Erwin Flaxman	Yeshiva University Yeshiva University Teachers College, Columbia University Teachers College, Columbia University	
VT	Vocational and Technical Education	1966-70 1970-73	Robert E. Taylor Joel H. Magisos	Ohio State University Ohio State University	Merged into CE in 1973

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AA	ERIC Processing and Reference Facility	1966-69 1969 1970-	Joseph C. Bhonsle Richard McCord Wesley T. (Ted) Brandhorst	North American Aviation North American Rockwell Documentation Inc./Lessco/Operations Research Inc./ORI, Inc./ ARC Professional Services Group	
AE	Access ERIC	1989-90 1990-	Samuel Pustejovsky Beverly Swanson	Aspen Systems Corp. Aspen Systems Corp.	
ED/RS	ERIC Document Reproduction Service	1966-67 1968-71 1971-72 1972-74 1974-75 1975-82 1982 1983-90 1991-	L. Bloch Charles Kappa Jim Brown James A. Jatko Carl Kash Charles Sauer Jack H. Veale Tom Gleaton Victor G. Fortin John E. Grasso	Bell & Howell, Inc. National Cash Register (NCR) Co. Lessco Information Products, Inc. (LIPCO) Lessco Information Products, Inc. (LIPCO) Computer Microfilm International (CMIC) Corp. Computer Microfilm International (CMIC) Corp. Computer Microfilm International (CMIC) Corp. Computer Microfilm International (CMIC) Corp. CBIS Federal, Inc.	

* Prepared with the assistance of ERIC "archivist" Charles Missar.

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TABLE 2

Chronology of Selected Major ERIC Events (1960–1991)

1956-60
- Conceptualization and Feasibility Studies

1961
- Thesaurus Conceptual Development (Western Reserve University)
- ERIC Name Coined

1964
- ERIC Founded

1965
- ERIC Funded (ESEA)
- EDRS Contract to Bell & Howell (November)

1966
- Panel on Educational Terminology (PET) Established
- Clearinghouses 1-12 Established
- ERIC Facility Contract to North American Rockwell (May)
- "Birth" of ERIC – Full Implementation (June)
- *Research in Education* (RIE) Appears (November)

1967
- Clearinghouses 13-18 Established
- ERIC's Name Changed to "Educational Resources" (July)
- EDRS Contract to National Cash Register (December)
- *Thesaurus of ERIC Descriptors* First Published

1968
- Clearinghouse on Teacher Education Established

1969
- *Research in Education* Put on GPO Linotron
- CIJE Journal Publication Appears (Macmillan)

1970
- ERIC Facility Contract to Leasco Systems & Research Corp.
- Clearinghouses on Educational Management; Social Science Education; Tests, Measurement, and Evaluation Established
- ERIC Database Users Conference (First)
- ERICTAPES/ERICTOOLS Program Begun

1971
- EDRS Contract to LIPCO
- ERIC Database Goes Online with Lockheed (DIALOG)

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1972

- Rand Report on ERIC's Structure and Organization (ED 058 506)
- Clearinghouses on Languages and Linguistics; Reading and Communication Skills Established. (Both Amalgamations of Two Existing Clearinghouses)
- ERIC Moves from OE to NIE (July)
- ERIC Facility User Services Program Begun
- *Interchange* Newsletter Begun
- ERIC Facility Contract Retained by Operations Research, Inc. (Formerly Leasco Systems & Research, Inc.
- Fry Study of ERIC Products and Services (ED 060 923-926)

1973

- Clearinghouse on Career Education Established (Replaces Vocational and Technical Education)
- Field User Participation in Improving Indexing Vocabulary Initiated
- ERICTAPES Program Distributes 1000th Tape

1974

- Clearinghouse on Information Resources Established (Replaces Library and Information Sciences)
- Clearinghouse on Urban Education (Formerly Disadvantaged)
- EDRS Contract Awarded to CMIC (Vesicular Microfiche)
- First Revision and Expansion of the *ERIC Processing Manual* Completed
- Publication Type Data Element Added to File

1975

- RIE File Achieves 100,000th ED Number Accession
- *Research in Education* Changes Name to *Resources in Education*
- ERIC Receives National Micrographics Association Award "for Outstanding Contributions to Micrographics"

1976

- ERIC Converts to Optical Character Recognition (OCR) for Data Entry
- All Images on ERIC Microfiche Filmed in "Right-Reading" Orientation

1977

- Vocabulary Improvement (VIP) Initiated -- Complete Revision of *Thesaurus*
- National Dissemination Forum Subsumes ERIC Users Conference
- ERIC Technical Steering Committee Formed
- UMI Reprint Service for CIJE Articles Inaugurated

1978

- State Technical Assistance Trips Initiated (Fostering Compatibility with ERIC Files)
- *ERIC Document Reproducibility Guidelines* Completed
- Complimentary Distribution of Microfiche to Authors Begun
- New Data Elements for Geographic Source, Language, and Government Level Begun
- ERIC Clearinghouse Information Analysis Products (IAP) Annual Bibliography Series Begun by Facility

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1979

- NIE/OPA Reference Correspondence Assigned to ERIC Facility (20,000 Letters per Year)
- RIE Produced via Videocomp Photocomposer (Replaces Linotron)
- Oryx Press Becomes CIJE Contractor (Replaces Macmillan)
- Price Codes Replace Specific Prices in RIE
- Publication Type Index Added to RIE
- ERIC Database Achieves On-Third of a Million Accessions

1980

- Vocabulary Improvement Project Completed (New *Thesaurus* Published)
- Last ERIC Users Conference Held at American Library Assoc. (ALA) Annual Conference
- NBS Study of "Technology-Based Improvement of ERIC System" Completed (Treu Report) (ED-190 127)
- *History of ERIC* Completed (ED 195 289)
- NIE Moves Into New Department of Education
- *ERIC Processing Manual* (EPM) totally revised and expanded edition begins publication (as sections are completed) (ED 219 062)
- Direct online transmission of bibliographic data from Clearinghouses to Facility begins to replace OCR (as Clearinghouses acquire equipment)
- RIE Highlights pages initiated
- "Submitting Documents to ERIC" acquisitions brochure developed

1981

- "Pocket Guide to ERIC" brochure developed
- *Identifier Authority List* (IAL) -- new ERICTOOL developed
- "Cost and Usage Study of the ERIC System" (King Report) (ED-208 902)
- State Technical Assistance visits during previous 3 years summarized (total of 19 visits)

1982

- Department of Education prepared or sponsored documents provided by ERIC to GPO on monthly basis (for GPO *Monthly Catalog* and depository library system). ED numbers and EDRS availability provided.
- National Assessment of Educational Progress (NAEP)--ERIC arranges to input all NAEP-produced and NAEP-related documents and to code for special NAEP retrieval needs

1983

- Practice File Project--practitioner-oriented documents identified in ERIC database (backfile and current) and emphasized in current acquisitions
- ERIC database achieves 500,000th (one half million) accessions
- National Commission on Excellence in Education (and "spinoff" commissions/committees) begins to issue reports. ERIC makes special effort to collect, control, and disseminate "Excellence" reports
- IBM-PC/XT microcomputers acquired by Facility for electronic mail, word processing, online files, and other applications

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1984

- New Publication Types added to the ERIC database: "Multilingual/Bilingual Materials (171); "Computer Programs" (101); "ERIC Clearinghouse Publications" (071)
- "Target Audience" data element officially added to ERIC database, as a major outcome of the Practice File Project
- Electronic mail system (Based on MULTILINK) made operational for ERIC Clearinghouses, using ERIC Facility's IBM-PC/XT
- Direct online transmission of bibliographic data (RIE and CIJE) to Facility completed for all Clearinghouses

1985

- ERIC participates in IBE meeting on International Network for Educational Documentation (INED), May 20-24, 1985, Geneva, Switzerland
- ERIC begins work with NCES on "Locator" file dealing with education-related numeric/statistical databases
- ERIC begins work on coordinating with BEBA (Bilingual) database; analyzes degree of overlap with ERIC database
- Internal NIE/OERI staff review of ERIC initiated (resulting in "ERIC Redesign" project, with external panel, in 1986)
- Practitioner-oriented documents in ERIC determined, through two independent analyses to be between 26% and 31% of input
- NIE reorganization

1986

- *Directory of ERIC Information Service Providers* (June 1986) (combination of prior directories of microfiche collections and search services)
- Social Sciences/Social Studies Clearinghouse shifts to Indiana University (From Social Science Education Consortium, Colorado)
- NIE changes name to Office of Educational Research and Improvement (OERI)
- First "InterEd" meeting (August 1986)--representatives of ERIC, *Australian Education Index, British Education Index, Canadian Education Index*
- First ERIC-on-CDROM disc shipped by SilverPlatter/ORI (August)
- ERIC's 20th Anniversary (November)
- EDRS changes from vesicular film to diazo film (March)
- "ERIC Redesign" project starts (May) (resulting in "ERIC in its Third Decade" report in December) (ED-278 429)

1987

- "ERIC Redesign" generates broad array of reaction papers and public response (hundreds of letters)--analysis of reactions modified plans
- Congressional oversight hearings on ERIC (July 30) (ED-287-519)
- GPO announces RIE price reduction (to $51/year)
- RIE "Trademark" renewed
- Online-in process file project started at Facility (for duplicate checking by Clearinghouses)
- ERIC joins APDU and IASSIST (in connection with ERICSTAT project to announce data files)
- ERIC Facility funding reduction (10% Gramm-Rudman)
- All ERIC Clearinghouse contracts competed simultaneously
- ERIC *Thesaurus* (11th edition) published (January)
- "ERICSTAT" project identifies education-related data files and develops cataloging conventions

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EDUCATIONAL RESOURCES INFORMATION CENTER 218

1988

- Rural Education Clearinghouse shifts to Appalachia Educational Laboratory (from New Mexico State University)
- Reading and Communication Skills Clearinghouse shifts to Indiana Univ. (from NCTE)
- New cover for RIE (January)
- ERIC begins to announce Machine-Readable Data Files (MRDF) in RIE (January)
- Tests, Measurement, and Evaluation Clearinghouse shifts to American Institutes for Research (from ETS)
- EDRS initiates "ERIC After Hours" ordering service
- ERIC *Thesaurus* used as baseline vocabulary for *British Education Thesaurus* and *Canadian Education Thesaurus*
- ERIC Digests Online (EDO) full-text file prepared initially by PS Clearinghouse (shifted later to ERIC Facility)
- "ERIC Annual Report" initiated (first issue covers 1987)

1989

- ACCESS ERIC (new ERIC component for outreach) contract awarded to Aspen Systems Inc. (May)
- "ERIC Partners" project (the marshalling of ERIC's major users) initiated (350 achieved by year-end)
- First "Adjunct ERIC Clearinghouses" (no-cost-to-ERIC volunteers) inaugurated: Literacy Education for Limited-English-Proficient Adults; Art Education; U.S. Japan Studies; Compensatory Education (Chapter 1). Help to improve coverage in specialized areas.
- *Directory of Education-Related Information Centers* (other than ERIC) inaugurated by ACCESS ERIC (for use in providing referral services).
- "Compact ERIC" project to investigate storing the full-text of selected "best" ERIC documents and articles on optical media begins as joint effort with UMI.

1990/1991

- ERIC *Thesaurus* (12th edition) published in 1990
- *ERIC Review* inaugurated by ACCESS ERIC in 1990
- ERIC achieves first budget increase in a decade (from $5.7 to $6.5 million)
- ERIC Digests Online (EDO) File mounted online by DIALOG, PLATO, and GTE Education Services
- EDRS contract shifts to CBIS Federal Inc. (from Computer Microfilm Corp.) at end of 1990
- President's six " National Education Goals" and "America 2000" project begin to impact ERIC's products and services
- Second InterEd meeting (October 1991)

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1966, the first issue of ERIC's abstract journal appeared, then called *Research in Education*, creating a convenient milestone from which to count future anniversaries.

In 1967, an additional six Clearinghouses were established, for a total of 18. Since then, the number has fluctuated in response to needs and priorities. There have been a total of 23 different ERIC Clearinghouses over the years, but the number has currently stabilized at 16. Also in 1967, the word *Research* in ERIC's name was changed to *Resources*, reflecting the emerging recognition that research results were not the only bibliographic resources that ERIC was going to collect. (Interestingly, the same switch of words in RIE's title did not take place until much later, in January 1975.)

Many of ERIC's basic organizing principles, still in use today, were determined very early in its life and reflect the careful planning of the founders. Much of the historical evolution of ERIC can be traced to the following three "signature" strategies:

DECENTRALIZED STRUCTURE

Unlike the other monolithic government information centers that might have served as a model, ERIC decided to adopt a decentralized model. Education in the United States was—and still is—a decentralized enterprise, with power dispersed to the states and localities, professional associations, and teacher unions. Information was being developed at all these levels and a monolithic information center in Washington was felt not to be the best way to keep abreast of such a diffuse and dispersed community. Instead, a system of separate Clearinghouses was conceptualized, each concentrating on a major sector of the field of education and each bearing responsibility for acquiring the documentation of that subfield and for interacting with that particular part of the educational community.

The same decentralized structure pertains today, having served ERIC well in coping with the many constituencies that comprise the field of education. Though decentralization is not without special problems of coordination and duplication caused by the geographically dispersed system components, on balance the increased breadth of coverage, the diversity of contacts, and the variety of points of view represented, have ultimately been assessed as strengths that outweigh the operational problems.

LEVERAGING WITH THE PRIVATE SECTOR TO ACHIEVE DATABASE DISSEMINATION

Always modestly budgeted, ERIC was from the beginning forced to involve the private sector in an effort to *leverage* various dissemination products and services. ERIC had enough funds to create its bibliographic database, but not enough to create all the products and services that needed to be derived from that database.

The micrographics contractor (EDRS), commercial publishers, and the online and CD-ROM vendors are all examples of organizations that provide ERIC products and services to the public, at no charge to the government. ERIC, in effect, gives these organizations a license to (1) microfilm ERIC documents; (2) publish the ERIC *Thesaurus* and *Current Index to Journals in Education;* and (3) to include the ERIC

database in commercial online and CD-ROM information retrieval systems. The for-profit sector organizations provide services and market products to the public, recovering their costs and making a profit in the process; the users, in turn, pay for what they specifically want, but pay no subsidy in tax dollars for those products and services.

Leveraging is evident, to some extent, even in the Clearinghouse contracts, where the host organization holding the Clearinghouse contract typically provides ERIC with some services (e.g., in-kind personnel, printing, and office equipment) above and beyond those strictly required by the contract.

DOCUMENT DELIVERY AS AN ESSENTIAL SERVICE

The first ERIC contract, in 1965, before any of the Clearinghouses, established the ERIC Document Reproduction Service (EDRS). This is an indication of how crucial the early planners viewed document delivery. Unlike many information systems, which simply tell users about the existence of an item without solving the problem of obtaining a copy, ERIC wanted to be able to actually deliver the vast majority of the items it announced. Partly this stance was dictated by the fugitive nature of the report literature. If ERIC had not offered availability, the problems and frustrations of the users in this area probably would have led to more criticism than any system could bear. Be that as it may, ERIC was founded on the principle of closing the loop for the user as much as possible.

The more than 870 ERIC microfiche collections that exist around the world, built up regularly through annual subscriptions, together with the ready on-demand availability of documents in microfiche and reproduced paper copy from the ERIC Document Reproduction Service (EDRS), represent one of the strongest links in the ERIC chain of services.

While structural decentralization, private sector leveraging, and guaranteed document delivery are perhaps the major basic strategies of ERIC, there are several other lesser strategies that might be mentioned.

The bibliographic database as a fundamental foundation for the system, on which most other products and services are built and connected in some way or other.

Primary coverage devoted to that part of the educational literature that is not handled adequately by anybody else (i.e., the report/fugitive/"gray" literature, encompassing such things as contractor reports, conference papers, curriculum materials, etc., but generally not including the commercially published book literature).

Relevance to all levels of the educational community, from the teacher concerned with tomorrow's lesson to the professor engaged in research. This implies an acquisitions net that is cast widely and that encompasses both the theoretical and the practical.

A wide distribution of ERIC information, including both to the regular education community (teachers, administrators, researchers, counselors, students, etc.) as well as to parents, policymakers, and the media, at the lowest possible cost.

A database that changes in response to changing conditions. ERIC's acquisitions and selection criteria have been modified over time in response to new priorities (e.g., the inclusion of machine-readable data files), and new fields have periodically been added to improve searchability and discrimination (e.g., Publication Type, Target Audience). In 1990, the full text of certain selected documents (i.e., two-page ERIC Digests) became available to online users.

ERIC "Redesign"

In 1986–1987, there occurred perhaps the single most significant event in the development of ERIC since its birth. This was called the *ERIC Redesign Study*, a top-to-bottom examination that involved the internal staff at the Department of Education, an outside panel of reviewers, and numerous critiques from the field. This intense examination of ERIC culminated in a widely discussed paper titled *ERIC In Its Third Decade* (Bencivenga 1987, in ED 278 429). Later that same year, on July 30, 1987, the House Subcommittee on Select Education sponsored the first oversight hearings on ERIC (ED 287 519). As a result of these activities, three main policy emphases were identified for ERIC's immediate future:

ERIC products and services should become more widely used and available
ERIC should become better integrated into OERI's mission of gathering, analyzing, and reporting information on the status and condition of American education
ERIC should serve a wider, more diverse audience, including policymakers, journalists, practitioners, and the general public

Some of the strategies for accomplishing these goals included:

ACCESS ERIC, the first new system component in over two decades, to serve as an outreach arm for ERIC, strengthening the areas of marketing, publicity, advertising, and public relations, and helping to actively disseminate ERIC's products and services (call 1-800-USE-ERIC).
Adjunct Clearinghouses as an aid to achieving better coverage of the literature and as a source of volunteer financial support. Through 1991, ERIC has Adjunct Clearinghouses in the areas of Literacy Education for Limited-English-Proficient Adults, Art Education, U.S.-Japan Studies, Compensatory Education, and Consumer Education.
ERIC Partners as an attempt to multiply ERIC's dissemination efforts and to achieve a wider audience via the marshalling of its major users. ERIC's network of 500 plus Partners routinely receive and redistribute ERIC materials to their own organizational members. The improved integration of ERIC with OERI's other major programs, such as the Research and Development Centers and the Regional Educational Laboratories, has also received attention. The ERIC Clearinghouses are now actively producing publications in partnership with these units, the flow of products from these units to the ERIC database is now more routinized, and, ERIC, the Labs, and the Centers now regularly participate in joint planning and dissemination activities.

Present Day Status and Statistical Summary (Through 1991)

Throughout the decade of the 1980s, ERIC's annual funding stayed level at around $5 million. With the 1990s, ERIC's annual funding has risen somewhat to around $6 million. With this sum, ERIC supports 16 Clearinghouse contractors, three support contractors, and certain systemwide services such as printing at GPO. The average Clearinghouse contract size is now approximately $300,000. The ACCESS ERIC contract is approximately $400,000. The ERIC Facility contract is approximately $750,000. The EDRS contract is basically a no-cost-to-the-government arrangement. The consensus of reviewers is that ERIC achieves an extraordinary amount of end product for its modest funding.

ERIC has established and maintains a network of more than 1,600 acquisitions arrangements with organizations that regularly send ERIC their education-related document output. These arrangements, and other acquisitions efforts, bring in approximately 30,000 documents annually for evaluation and application of selection criteria.

From the total input, approximately 14,000 documents and 18,000 journal articles are selected for the database and are processed (cataloged, indexed, abstracted or annotated, and announced). The total database through 1991 contains 759,144 records and is growing at a rate of about 32,000 records annually. The two monthly abstract journals (RIE and CIJE) have approximately 2,000 subscribers each and are also distributed to over 1,000 U.S. Depository libraries and (via the Library of Congress) to nearly 85 foreign governments and institutions.

The ERIC Document Reproduction Service (EDRS) services approximately 870 regular subscribers to the entire ERIC microfiche collection. Approximately 17,000,000 microfiche cards are distributed to these subscribers annually. In addition, EDRS fulfills annually approximately 15,000 on-demand orders for microfiche or reproduced paper copy.

The Clearinghouses, in addition to their database-building efforts, produce more than 200 information-synthesizing publications annually, over a million copies of which are disseminated annually to diverse audiences.

The entire ERIC network of organizations receives at least 100,000 information requests annually, each of which is responded to individually.

The total ERIC activity at all online vendors combined is estimated at around 100,000 users, (from 90 countries), conducting 450,000 individual online searches, and expending approximately 100,000 connect hours. ERIC is regularly counted as around the 4th or 5th most searched bibliographic database in the world. The number of CD-ROM subscriptions serviced by all vendors is estimated at around 3,000.

The biannual *Directory of ERIC Information Service Providers* identifies approximately 900 locations that provide some level of service pertaining to the ERIC database (800 domestic locations; 120 foreign locations spread across 24 countries). These organizations either maintain ERIC microfiche collections, subscribe to the ERIC abstract journals and other ERIC publications, or perform computer searches of the ERIC database for clients.

ERIC in the 1990s

ERIC celebrated its 25th anniversary in 1991. It was a time for considering the new tasks and directions that face it as it enters its second quarter century of service to American education. Eight program improvement initiatives have been formally identified below. These initiatives should occupy and characterize ERIC in the 1990s.

1. *ERIC in the Schools and Community—Achieving the National Education Goals.* In its quarter century history, ERIC has evolved into a comprehensive system widely recognized as the premier source of information for planning education activities, developing new programs, carrying out research, and making program decisions. The ERIC Clear-

inghouses are now giving priority to the identification, development and dissemination of high-quality materials pertaining to the six *National Education Goals* established by the President and state Governors in 1989, and to be achieved by the year 2000. ERIC has already begun to work with a number of schools implementing school-based management to assure that critical information is available from which to make informed decisions, e.g., ERIC on CD-ROM, an EDRS collection of ERIC documents on microfiche, full-text CD-ROM products (if available), and access to other key education information sources.

2. *Full-text Delivery of Education Materials.* Long-discussed in the ERIC system, some first steps have recently been taken to provide electronic full-text access to selected materials. The ERIC Digests Online (EDO) full-text file—now available online through DIALOG, GTE Education Services, and PLATO—is one such example. (Digests are brief two-page highly compressed reports on topics of prime current interest in education.)

   Also, ERIC has been working with the private sector to develop a prototype CD-ROM product containing the full text of hundreds of key education documents and journal articles, as well as complete issues of approximately 100 core education journals. The "Compact ERIC" is envisioned as containing the most important, significant, and useful documents and articles announced in ERIC. These materials are essentially of two types: first, major policy and goals papers, major commission reports, major Department of Education publications, significant evaluation reports and research syntheses. Second, it will also contain the best items in ERIC intended for practical use by teachers, principals, school district administrators, curriculum coordinators, guidance counselors, other school professionals, and parents, including carefully selected teaching-related materials, theory-into-practice research results, curricular and classroom materials, and reference and resource guides.

3. *Diversification of Funding Sources.* ERIC has long recognized the desirability of obtaining support from other components both within and outside the Department of Education (ED). Adjunct Clearinghouses—a few of which are already supported by funding from other parts of the Department and foundations, are one manifestation of how outside support can be used; however, ERIC may also seek support from specific program offices—within ED and elsewhere—to help subsidize expanded coverage and comprehensiveness in specific topic areas of interest to those programs and their constituents. In addition, ERIC is pursuing some options by which reasonable usage fees can be collected from online vendors, CD-ROM vendors, and other commercial purveyors of the ERIC database to the public (in the past, ERIC has charged no fees or royalties for use of its database).

4. *Coverage and Delivery of Non-Print Materials.* ERIC has, with some exceptions, concentrated on the document and journal literature. While ERIC has paid increasing attention in recent years to identifying and indexing some of the major education-related machine-readable statistical files, questions remain about what ERIC's role should be in acquiring, indexing and even disseminating non-print materials, including, but not limited to, videotapes, multimedia packages, computer diskettes, CD-ROMs, interactive laserdiscs, etc. While it is clear that ERIC could pay increasing attention to such materials, cost-effective procedures for copying and disseminating such materials (even assuming copyright permission could be obtained) appear much more problematic.

5. *Expanded International Activities.* ERIC has been planning or participating in several activities designed to both expand the overseas dissemination of U.S.-developed education information, and to broaden its access to foreign-produced materials. Some activities and ideas for the greater *internationalization* of ERIC include: cooperative work now underway with the International Association of Universities and UNESCO to develop a worldwide bibliography of higher education materials; discussions with the United States Information Agency (USIA) and the Agency for International Development (AID) on ways to make ERIC materials and stand-alone CD-ROM retrieval systems involving ERIC available to developing nations (all overseas British Council libraries already have

ERIC available on CD-ROM); by cooperating with ERIC-equivalent organizations in other English-speaking countries in order to develop greater compatibility and less duplication among education databases; and, by establishing ERIC nodes on the major international computer networks, e.g., BITNET, INTERNET, to facilitate document and information exchange.

6. *ERIC Research and Development Partners.* While many commercial and academic organizations use ERIC products for their own purposes, few have established any meaningful collaborative R&D projects with the ERIC system. Over 125 documents, articles, and study reports about the ERIC system have been produced in the past six years, but they are rarely done in collaboration or even consultation with either OERI or the ERIC components. This element of collaboration would be a valuable step toward ensuring that research and development activities related to ERIC products and services will have a direct and positive effect on improving access and use of education information in the schools. In conjunction with the ERIC system components, *ERIC R&D Partners* can help to develop targeted new products and services, applications of new technologies to improve the selective dissemination of education information, and enhanced coverage of the education field.
7. *Greater Comprehensiveness of Bibliographic Coverage.* With ERIC's limited resources, ERIC Clearinghouses have always had to make difficult decisions about which documents and journal articles would be indexed for inclusion in the ERIC database. For instance, though *Current Index to Journals in Education* claims to cover about 800 journals, very few of those are actually indexed cover-to-cover. Most journals are indexed selectively; that is, not all of the education-related articles are cited in the ERIC database. Under discussion is a list of *core education journals* that will be uniformly indexed cover to cover in the future. A related issue concerns the published book literature; that is, monographic materials generally produced commercially and accessible through regular library systems: should ERIC expand its coverage to such materials?
8. *Value-Added Services.* In contributing to the prototype Compact ERIC full-text product on CD-ROM, ERIC Clearinghouses were asked to determine which materials from the ERIC database should be included in a highly-selective compilation of practice and policy-oriented materials. On an ongoing basis, the Clearinghouses are continuing to identify these *best* materials. How can ERIC most constructively continue this emphasis on assessing the quality of documents and journal articles selected for the database?

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Brandhorst, T. (ed.), *Bibliography of Publications About ERIC,* ERIC Processing and Reference Facility, Rockville, MD. Issued irregularly; issues to date are as follows:

ED 169 955	1964–1978	269 Citations
ED 262 784	1979–1984	131 Citations
ED 308 874	1985–1988	107 Citations

(This is the best source of information concerning what has been written about ERIC.)

Brandhorst, T., "What are the Possibilities for Coordinating Education Information Databases?" *Knowl. Soc.,* 3 (2), 45–57 (Summer 1990).

"Educational Resources Information Center," report appearing annually in *The Bowker Annual Library and Book Trade Almanac,* R.R. Bowker Co., New Providence, NJ. (This is a condensed version of the *ERIC Annual Report,* appearing in a widely available reference book.)

*The "ED" accession number identifies documents in the ERIC database. Items with an ED number can be found in the ERIC microfiche collection and can be ordered from EDRS.

ERIC Processing and Reference Facility, Rockville, MD, *ERIC Processing Manual. Rules and Guidelines for the Acquisition, Selection, and Technical Processing of Documents and Journal Articles by the Various Components of the ERIC Network*, 1980–. Loose leaf, approximately 800 pages (ED 219 082). Published in 10 chapters and 2 appendices: Introduction, Acquisitions, Selection, Handling and Shipping, Cataloging, Abstracting/Annotating, Indexing, Vocabulary Development and Maintenance, Data Entry, Database Changes (Post Publication), ERIC Clearinghouse Scope of Interest Guide (Appendix A), Glossary (Appendix B). (The best source of information about the interaction of ERIC's components and the rules followed in building its database.) Revised edition due out in mid-1992.

Hoover, C. and T. Brandhorst, *Development and Current Status of the Educational Resources Information Center (ERIC). A Model Bibliographic Control System Covering the Literature of Education in the United States*, paper presented at the International Meeting on Educational Documentation: Present and Future, Florence, Italy, May 31-June 4, 1982, 36 pp (ED 221 171).

Office of Educational Research and Improvement, *ERIC Annual Report. (Summarizing the Accomplishments of the Educational Resources Information Center)*, U.S. Department of Education, Washington, D.C., Issued annually; available from Central ERIC.

ED 301 192/193	covers 1987
ED 313 057	covers 1988
ED 322 934	covers 1989

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Trester, D. J., *ERIC—The First Fifteen Years, A History of the Educational Resources Information Center*, National Institute of Education, Washington, D.C., July 1979, 385 pp (ED 195 289). (This is the best source of historical information concerning ERIC's early years.)

U.S. Congress. House of Representatives, *Oversight Hearing on OERI (The ERIC System)*. Hearing Before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, 100th Congress, First Session, Washington, D.C., July 30, 1987. 181 pp (ED 287 519).

TED BRANDHORST

ATTACHMENT

ERIC's AskERIC PROJECT AND
THE NATIONAL PARENT INFORMATION NETWORK

Issue:

In AskERIC and the National Parent Information Network (NPIN) the ERIC Program has two inter-related technology projects that have drawn national attention. AskERIC is the Department's education question-answering project on the Internet, while NPIN is creating a World-Wide Web (WWW) server on the Internet, together with its ongoing presence on America On Line, both specifically devoted to child development, care, education and parenting of children from birth through early adolescence.

Both projects interact with each other, AskERIC relaying to NPIN questions in its area of expertise and NPIN doing referrals to AskERIC, when appropriate.

AskERIC

AskERIC is the highly successful, award-winning, network-based, education information service of the U.S. Department of Education. AskERIC uses the Internet, commercial networks, and the emerging national information infrastructure to provide high-quality and timely education information to educators and the public.

Each week, AskERIC provides information about learning and teaching to thousands of teachers, administrators, library media specialists, parents, community members and others through e-mail and an Internet-based resource collection. In the past 12 months, AskERIC specialists responded to more than 10,000 e-mail inquiries alone. Weekly totals, as compared to last year's, have doubled; AskERIC currently receives more than 500 e-mail questions per week, and this growth shows no signs of abating.

AskERIC has met and surpassed all expectations for providing services, for being a major Department of Education presence in the networking community, and for research and development of new technological capabilities. **The program has been so successful that it is now outstripping the limited ERIC funds allocated to its startup and initial phase. In order to continue, AskERIC must receive additional.**

Background:

Initially funded by the ERIC Program as a pilot project in 1992, AskERIC is now funded as a special project at the ERIC Clearinghouse on Information & Technology at Syracuse University.

There are four components to the AskERIC project:

o **AskERIC Question-Answering Service:** This service allows end users to "AskERIC" questions about learning, teaching, and technology through e-mail. Drawing upon the resources of the ERIC system, the Department of Education, and the Internet, network information specialists at the ERIC Clearinghouse at Syracuse University and at other ERIC Clearinghouses across the country provide substantive answers within 48 hours. In recognition of the Department's emphasis on parent involvement initiatives, the question-answering service now encompasses Parents AskERIC.

Demand for AskERIC question-answering is projected to grow from the current 500+ inquiries per week to 1,000 or more questions a week by the end of 1995 due to: (a) aggressive efforts to establish partnerships with state and regional networks, (b) the growing numbers of educators connecting to the Internet and commercial networks, and (c) the increasing visibility and recognition of the value of AskERIC.

o **AskERIC Virtual Library:** This electronic collection of education resources (lesson plans,information guides on hot topics, research summaries, ERIC digests, education listserv archives) is currently accessed by more than 20,000 end users each week. The total number of AskERIC gopher transactions for 1994, including searches within the menus of the Library, will exceed 1 million. The Virtual Library provides access through all available Internet avenues: gopher, ftp, Mosaic/World Wide Web, and telnet.

o **AskERIC R&D:** AskERIC is actively engaged in an aggressive research and development program that continually seeks better ways to meet users' needs by capitalizing on the very latest computer and networking technologies. AskERIC R&D is currently focusing on three main areas: (1) multimedia resources development, (2) ERIC database searching, and (3) ERIC full-text.

o **AskERIC Network Connections:** AskERIC is actively pursuing partnerships with state and regional education networks, as well as commercial networks, including America Online, CompuServe, GTE, and America Tomorrow. At present, seven state networks provide their users with easy access to AskERIC; four to five more are expected to add AskERIC to their menus by the end of the year. AskERIC is a prominent feature on America Online (currently receiving 75 questions per week); ERIC text-based resources are also provided on Compuserve, GTE, and America Tomorrow.

Project Potential

The remarkable growth in AskERIC's usage statistics coupled with the acclaim the service has received demonstrates the need for

network-based question-answering and information to improve teaching and learning. The demand for timely and high-quality information will only continue to grow as more educators gain access to the Internet and to America Online. Other commercial networks, including CompuServe, are eager to offer full AskERIC services, including question-answering, to their subscribers. In order for AskERIC to remain responsive to its customers, it must maintain its current capacity (i.e., the ability to handle 500 to 600 questions per week) at least through through June 1995, when the project needs to be expanded to handle 1,000 questions per week by Fall 1995.

Linkages with Other Department Initiatives

A fully funded AskERIC has the potential to support current and planned Department initiatives, including PES parent involvement, the National Library of Education's 800 number, and GOALS 2000. In the area of parent involvement, AskERIC relays questions from parents and also points to the National Parent Information Network, a joint project of the ERIC Clearinghouses on Elementary and Early Childhood Education and Urban Education. NLE staff members could use InfoGuides found in the AskERIC Virtual Library to respond to reference questions and could also route appropriate inquiries directly to the AskERIC network specialists. AskERIC already supports the GOALS 2000 effort by moderating the Secretary's Satellite Town Meeting listserv; it could also provide online resources and technology assistance to communities and schools undertaking education reform.

Funding Issues:

Current funding (June-December, 1994) supports the answering of 500 to 600 questions per week. However, the allocations contained in purchase orders received by the project through December 1995 support only 70 percent of this capacity. Therefore, **funding supposed to last through June 1995 will maintain the AskERIC project only through mid-March 1995, and the funds allocated to cover June 15 to December 14, 1995, only cover existing operations from mid-June to mid-September.** In reality, even if the funds from those two periods are melded together, they would force AskERIC off the Internet in about five or six months. Just to carry the project through December 15, 1995, an additional $103,955 is needed.

The amount of money needed to extend the project thorough June 15, 1996, is $765,000.

To summarize, AskERIC needs $103,955 to carry it through to December 15, 1995 and an additional $765,000 to cover enhanced operations through June 14, 1996. Therefore, a total of $868,955 is requested.

National Parents Information Network (NPIN)

The purpose of the National Parents Information Network is to use telecommunications to make high quality information available to parents. Currently available via America Online, the project has recently received an equipment grant from Apple Computer, Inc. to create a World-Wide Web (WWW) server on the Internet specifically devoted to child development, care, education and parenting of children from birth through early adolescence.

Background:

NPIN is a joint project of the ERIC Clearinghouse on Elementary and Early Childhood Education at the University of Illinois, Champaign-Urbana and the ERIC Clearinghouse on Urban Education at Teachers College, Columbia University. NPIN has been located on Prairienet (the East Central Illinois Free-net), where it recently has begun development of a MOSAIC interface to its service. The project's corner stone is based on the concept that parents "... need high quality information from reliable sources, and sometimes they need subject experts to talk to. Many parents would like to use the information superhighway to find such information, and NPIN will help them do that," states Professor Lilian Katz, director of ERIC/EECE and a long-time contributor to PARENTS magazine.

Activities of the project are multi-dimensional:

o **The National Parent Information Network:** NPIN is the largest available Internet source for parents and those who work collaboratively with them.

o **AskERIC:** The NPIN project continues to play a major role in responding to general and scope-area questions and to contribute to policy, evaluation, and other areas of AskERIC activity.

o **Host National Listserv/Discussion Groups for Early and Middle Level Educators:** The project hosts four major listerv/discussion groups: MIDDLE-L (for middle level educators), ECENET-L (for parents and early childhood educators),REGGIO-L (on the innovative Reggio Emilia approach to preschool education), and SAC (school-age child care). These listservs provide forums for more than 1,200 educators, parents, representative os major organizational partners, and policy makers.

o **Developing a WorldWideWeb:** With the equipment donated by Apple Computer, Inc, the project will be able to link all early childhood and parent-related Internet resources to NPIN when the system is fully functional.

Linkages with Other Department Initiatives

The NPIN project provides an effective complement to AskERIC for answering the needs of parents relative to their children's needs. The project's potential and capabilities also have been detailed in two meetings called by the Planning and Evaluation Service in connection with the Department's Family Involvement Initiative.

Project Potential:

Given adequate resources, NPIN will continue to work closely with AskERIC to handle subject-specific questions in those areas specifically devoted to child development, care, education and parenting of children from birth through early adolescence. Correspondingly, NPIN will continue to build a WWW that will be the ultimate resource for all such questions on the Internet.

Funding Issues:

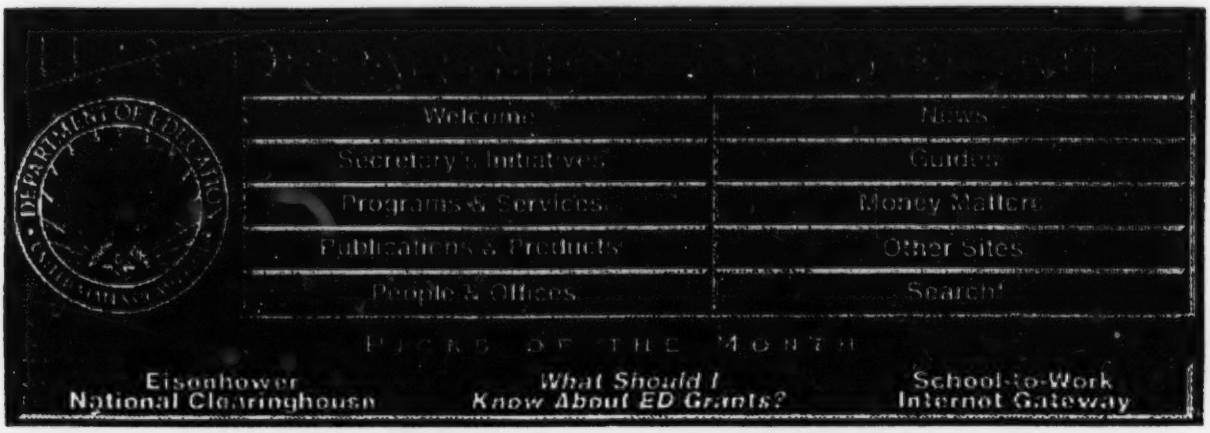
Originally funded as an ERIC Clearinghouse special project, NPIN, as with the AskERIC project, has seen its successes outstrip ERIC Program resources to the point that it is now in danger of having to cease operations unless other funding sources are found. At present, the project is without sufficient funding to carry it more than a month or two. It requires approximately $200,000 to carry it through June 15, 1996.

Summary:

The total funding requested is $868,955 for AskERIC and $200,000 for NPIN. Without additional funding both projects will be forced to cease operations within the next few months and thus, deprive a large number of our constituents with access to two outstanding question-answering services on the Internet.

U.S. Department of Education Online Library

Public Access via Internet
through the National Library of Education's INet System



Individuals with access to the Internet can tap a rich collection of education related information at the U.S. Department of Education (ED), including:

- General Information about the Department's Mission, Organization, Key Staff, and Programs
- Information about Key Departmental Initiatives, such as GOALS 2000, Technology, Family Involvement, School-to-Work Programs, and Elementary and Secondary Schoolwide Projects
- Full-text Publications for Teachers, Parents, and Researchers
- Statistical Tables, Charts, and Data Sets
- Research Findings and Syntheses
- Directories of Effective Programs and Exemplary Schools
- Directories of Information Centers and Sources of Assistance
- Student Financial Aid Information
- Press Releases
- Status of Legislation and Budget
- Selected Speeches and Testimony by the Secretary of Education
- Grant Announcements and Applications
- Event Calendars
- Announcements of New Publications and Data Sets
- Searchable ED Staff Directory
- Links to Public Internet Resources at ERIC Clearinghouses, Regional Laboratories, R&D Centers, and other ED-Funded Institutions
- Links to other Education-Related Internet Resources

The Department's Internet Online Library is maintained by the National Library of Education (NLE) in the Office of Educational Research and Improvement (OERI) on its Institutional Communications Network (INet).

BEST COPY AVAILABLE

Latest Developments

The GOALS 2000 legislation reauthorized OERI and created the National Library of Education (NLE), which is responsible for assembling and providing access to a comprehensive collection of education information, as well as promoting resource sharing and cooperation among libraries and other providers of education information. INet and ERIC are core components of a distributed electronic repository which NLE plans to develop in close collaboration with the National Education Dissemination System (NEDS), which also was established in OERI's reauthorization.

In response to customer demand we are making much more information available in hypertext markup language (HTML) format on our World Wide Web server. In September we unveiled a new, completely redesigned WWW home page which was very well-received. *Government Executive* (11/95) called it "among the classiest--and most useful--of all federal sites." Point Communications rates us among the top 5% of Web sites. In October we logged more than 1.3 million accesses from 75 countries.

Access via Internet

Although WWW is the access method of choice for 75% of our customers, we are committed to providing access to as much of our information as possible through Gopher, FTP, and E-Mail for those users who still depend on those methods. We are committed to providing text-only equivalents to all graphical features to accommodate visually impaired users.

World Wide Web	**http://www.ed.gov/**
Gopher	**gopher.ed.gov** or select **North America-->USA-->General-->U.S. Department of Education** from the All/Other Gophers menu on your system
FTP	**ftp.ed.gov** (log on anonymous)
E-Mail	Send e-mail to **almanac@inet.ed.gov** to get instructions on usage of our mail server In the body of the message type **send catalog** (avoid use of signature blocks)
Telnet	No public telnet access is available. You must either have an appropriate WWW, Gopher, or FTP client at your site or be able to telnet to a public access client elsewhere.

Questions and Comments

If you have any suggestions or questions about the contents of the WWW, Gopher, FTP, and Mail servers, please use one of the following addresses:

E-mail: **inetmgr@inet.ed.gov**
gopheradm@inet.ed.gov
webmaster@inet.ed.gov
Telephone: **(202) 219-2266**
Fax: **(202) 219-1817**

Snail Mail: **INet Project Manager**
National Library of Education
U.S. Department of Education/OERI
555 New Jersey Ave., N.W. Rm. 214
Washington, D.C. 20208-5725

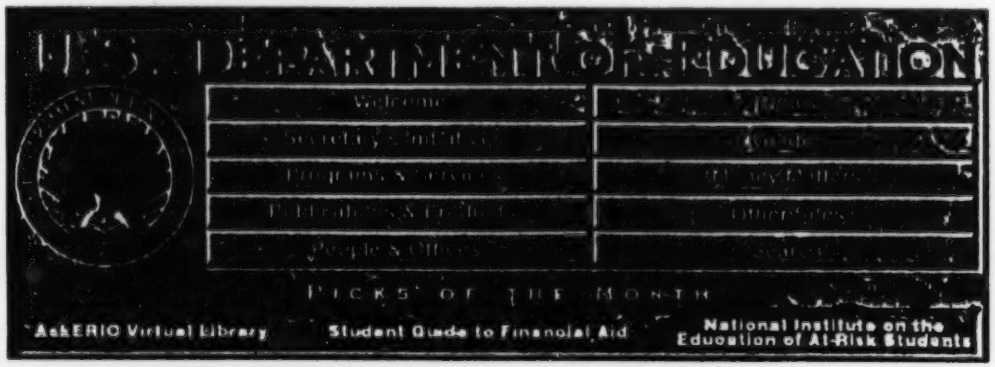
11/20/95

THE TEACHING WEB

Federal officials who want a lesson in how to set up an attractive, comprehensive and user-friendly World Wide Web site should point their browsers in the direction of the Department of Education's home page.

Education's site (http://www.ed.gov) has been in operation for almost two years, but the department unveiled a new version in September that is among the classiest—and most useful—of all federal sites. It is the gateway to an "online library" of more than 11,000 different files of information for teachers, parents and policymakers.

The site's news section contains departmental announcements, press releases, transcripts of speeches and testimony by Education Secretary Richard Riley and other officials, as well as regular updates on legislation affecting the department.


Welcome
PICKS OF THE MONTH
AskERIC Virtual Library
Student Guide to Financial Aid
National Institute on the Education of At-Risk Students

The site also contains electronic teachers' and researchers' guides to the department—a parents' guide is in the works—and a special section on guidelines and regulations for applying for educational grants and contracts.

There are links to dozens of files about the department's major legislative initiatives, such as Goals 2000 and the School-to-Work program.

In another section of the site, users can click on a map of the United States to get a list of Education programs and services available in their area. The site also includes links to other education-related Internet sites around the world, and has a keyword-search feature, enabling users to search the full text of all the files in the department's electronic library for a particular word or phrase.

Education officials say that usage of the Web site has tripled in the last year. In August alone, more than 37,000 users visited the site.

Both *Internet World* and *PC Week* have said Education's site is one of the most useful educational resources on the Internet. PointCom, an independent Web publication that reviews Internet sites, recently rated Education's site as among the top 5 percent of all Web home pages.

"The Department of Education *ought* to put up an excellent Web site," wrote Point's evaluators in their review, "and they do."

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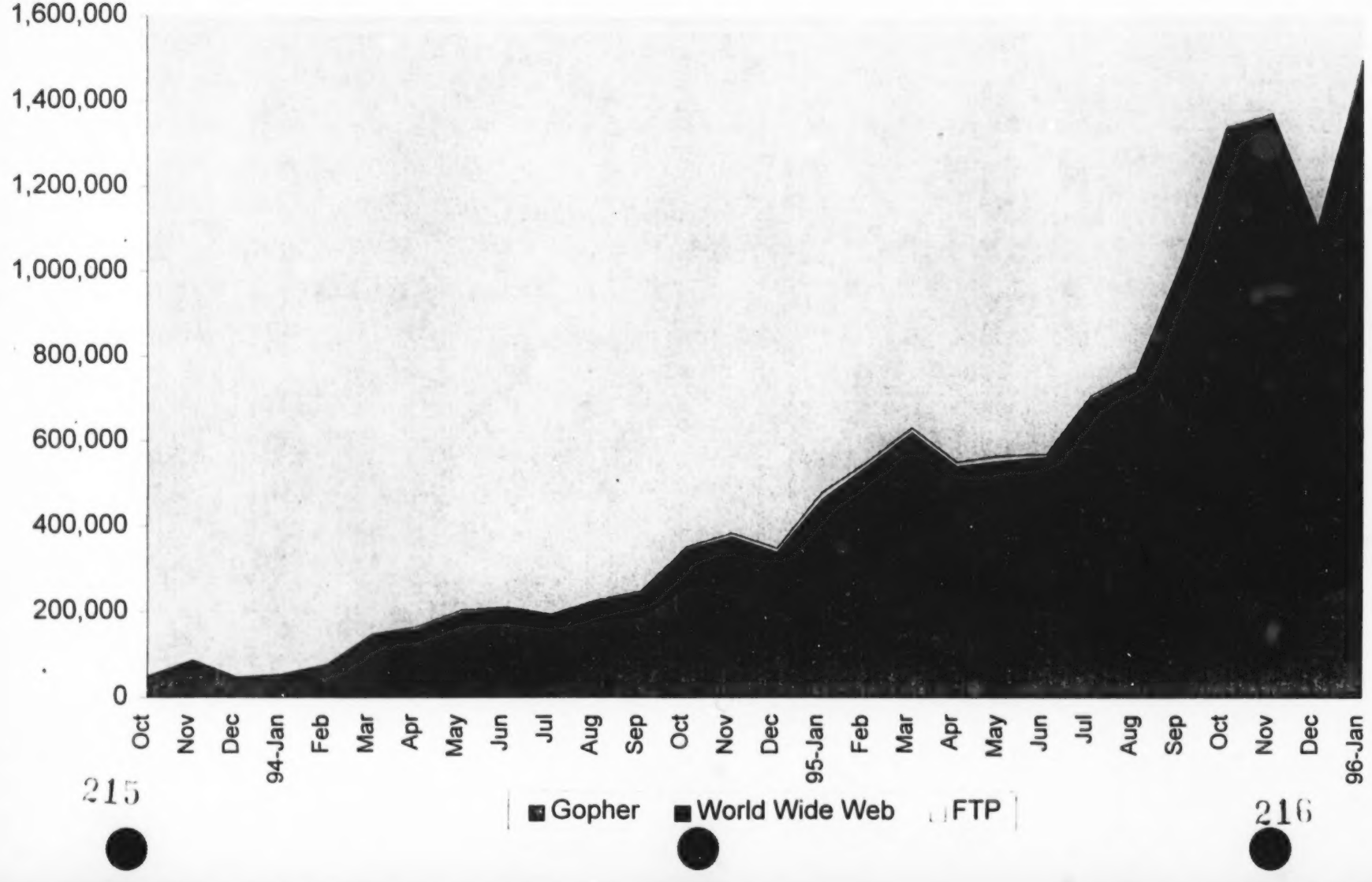
Monthly Usage of ED Online Library (Files/Menus Requested)

(Oct 93 - Jan 96)



ED Online Library - Top User Sites

January 1996

# Hits	Network Domain	Description	% WWW
107,004	ed.gov	INet and ED LAN	72
78,474	aol.com	America Online (Commercial Network)	71
56,308	nle.ed.gov	OERI Toll-Free Bulletin Board (dial-in)	0
32,867	netcom.com	Netcom (Network Access Provider)	89
19,819	prodigy.com	Prodigy (Commercial Network)	89
19,060	compuserve.com	CompuServe (Commercial Network)	86
16,793	verity.com	Verity (Search Vendor)	100
10,008	uu.net	UUnet (Network Access Provider)	85
8,752	ohio-state.edu	Ohio State University	38
5,683	psi.net	PSINet (Network Access Provider)	68
5,647	ca.us	California (K-12, Community Colleges, County)	78
5,505	ibm.net	IBM/Advantis Corp. (Network Access Provider)	96
5,255	gnn.com	Global Network Navigator	87
4,774	mich.net	Merit Network, Inc. (Network Access Provider)	84
4,258	af.mil	US Air Force	95
3,749	umn.edu	University of Minnesota	85
3,734	mci.net	MCI Corp.	91
3,730	tenet.edu	Texas Education Network (K-12 Teacher Network)	38
3,661	psu.edu	Pennsylvania State University	88
3,376	umich.edu	University of Michigan	81

217

(plus more than 65,000 other Internet sites)

Global Access to ED Online Library

January 1996

# Hits	Country/Domain
387,242	Numeric Domains
355,334	U.S. Commercial Domain
261,168	U.S. Educational Domain
158,759	U.S. Network Domain
132,680	U.S. Government Domain
56,308	Toll-Free BBS (dial-in)
45,470	U.S. General Domain
26,692	U.S. Organization Domain
17,777	Canada
9,321	U.S. Military Domain
4,158	United Kingdom
3,684	Australia
3,593	Sweden
3,408	Japan
2,661	Norway
2,139	Germany
1,762	Korea, Republic of
1,692	Finland
1,575	Singapore
1,440	Israel
1,289	Netherlands
1,019	Italy
1,009	Mexico
919	Turkey
808	Spain
748	France
703	Czech Republic
695	Hong Kong
673	New Zealand
648	Denmark
616	Malaysia
560	Poland
546	Taiwan
544	Advanced Research Prog Agcy
495	Thailand
436	South Africa
428	Portugal
424	Brazil
413	Switzerland
404	Dominican Republic
399	Indonesia
393	China
381	Greece
353	Iceland
333	Belgium
330	Ireland
312	Hungary
289	Croatia
280	Russian Federation
239	Slovenia
201	Austria
194	Kuwait
177	Bermuda
172	Philippines
170	Soviet Union
166	Chile
162	Colombia
153	Luxembourg
152	Costa Rica
140	Bahrain
138	Uruguay
121	United Arab Emirates
104	Venezuela
101	India
92	Romania
82	Argentina
81	Malta
76	Lithuania
70	Guam
68	Estonia
64	Morocco
59	Slovak Republic
52	Peru
49	Ecuador
48	Egypt
48	Ukraine
45	Panama
26	Puerto Rico
24	Latvia
19	Saudi Arabia
18	Saint Lucia
14	Armenia
14	Greenland
13	Bulgaria
13	Macau
11	Kazakhstan
9	Nicaragua
7	Cyprus
7	Trinidad and Tobago
6	Bolivia
5	Cayman Islands
2	Faroe Islands
1	Belize
1	Great Britain
1	International
1	Lebanon
1	Tunisia

World Wide Web

Links to Knowledge
with
One Easy Touch

The Web & The Department

- *Department's Goals*
- *Department's Strategic Plan*
- *Department's Performance Goals*

The Web Offers

- *Worldwide Standard for Multimedia Information Presentation*
  - *-- Rich Format Text*
  - *-- Graphics*
  - *-- Video*
  - *-- Sound*
- *Hypertext Links to Related Information*
  - *-- At same site*
  - *-- Anywhere in world*
- *Universal Interface with Gateways to Databases & Other Services*
- *Access to Millions of Internet Users*

ED's Web Offers

- *Thousands of Full-text Documents*
- *Easy to Find Information*
- *Lots of Links to Additional Information at ED and Other Internet Sites*
- *Graphical Features with Text-only Equivalents*
- *News & Picks of the Month*
- *Search ED Collection & Other Sites*

What Do Customers Say?

- *"Great job on the new web! I especially appreciate the search functions--very useful!"*
- *"I hate it when people make things easier to find."*
- *"If I could choose access to a single site ... for urban school districts, it would definitely be the www.ed.gov address."*

What Do the Experts Say?

- *"Federal officials who want a lesson in how to set up an attractive, comprehensive and user-friendly World Wide Web site should point their browsers in the direction of the Department of Education's home page."*
- *"...among the classiest--and most useful--of all federal sites."*

-- Government Executive, *November 1995*

More Kudos!

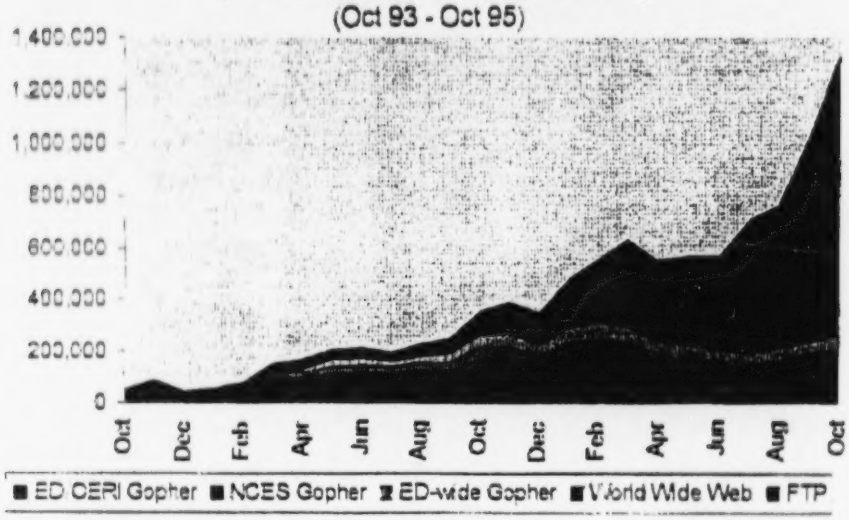
- Internet World *(1/95) selected it as one of 15 most useful education resources on Internet*
- PC Computing Magazine *(9/94) featured it in Road Map to the Internet*
- PC Week *(8/95) says it is a great place to start for information on educational technology*
- America Online *and* Apple's eWorld *selected it as a "featured database" for their customers*
- Internet Scout Report *(9/95) featured it*
- Point Communications *(9/95) rated it among top 5% of Web sites*

How Much Is ED's Online Library Used?

- *Public use tripled in the last year*
  - *-- Web replaced Gopher as preferred access method*
- *Use skyrocketed in recent months*
  - *-- America Online, Prodigy, and CompuServe introduced Web browsers*
  - *-- Redesign, new features, & attendant publicity*
- *In October the Online Library logged*
  - *-- more than 1.3 million file/menu requests*
  - *-- from more than 50,000 Internet computers*
  - *-- in more than 75 countries*

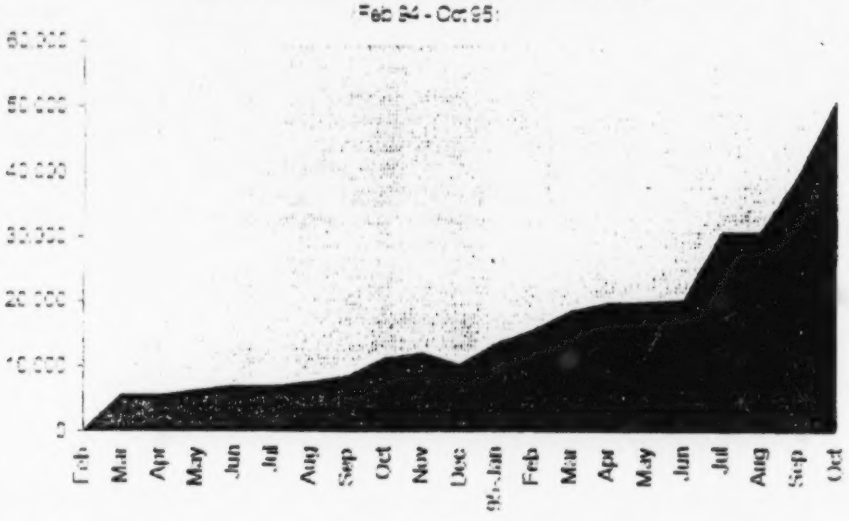
Monthly Usage of ED Online Library (Files/Menus Requested)

(Oct 93 - Oct 95)



Number of Computers Used by Public to Access ED Online Library

Feb 94 - Oct 95



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Who Uses It?

- ED Staff
- Individuals
  -- via Commercial Networks (America Online, Prodigy, CompuServe), Network Access Providers, & Community Freenets
- State Networks
  -- K-12, State Gov't, Community Colleges, Voc/Tech
- Colleges & Universities
- Federal Agencies & Funded Institutions
- Foreign Countries

ED Online Library - Top User Sites

September 1995

# Hits	Network Domain	Description	% Web
97209	ed.gov	INet and ED LAN	66
52249	aol.com	America Online (Commercial Network)	67
23077	prodigy.com	Prodigy (Commercial Network)	90
22837	netcom.com	Netcom (Network Access Provider)	80
13389	compuserve.com	CompuServe (Commercial Network)	86
6394	uoknor.edu	University of Oklahoma-Norman	100
6120	va.us	Virginia (K-12, Community Coll, Tech, State)	93
4649	tenet.edu	Texas Education Network (K-12 Teacher Net)	29
4520	ca.us	California (K-12, Community Coll, County)	75
4309	purdue.edu	Purdue University	92
4073	ibm.net	IBM/Advantis Corp. (Network Access Provider)	91
3683	umn.edu	University of Minnesota	81
3593	umich.edu	University of Michigan	64
3381	dec.com	Digital Equipment Corporation	99
3333	nasa.gov	NASA	88
3273	umd.edu	University of Maryland	84
3273	uu.net	UUnet (Network Access Provider)	83
3263	psu.edu	Penn State University	80
3123	tn.us	Tennessee (K-12, Comm Coll, Tech, State)	20

(plus more than 37,000 other Internet sites)

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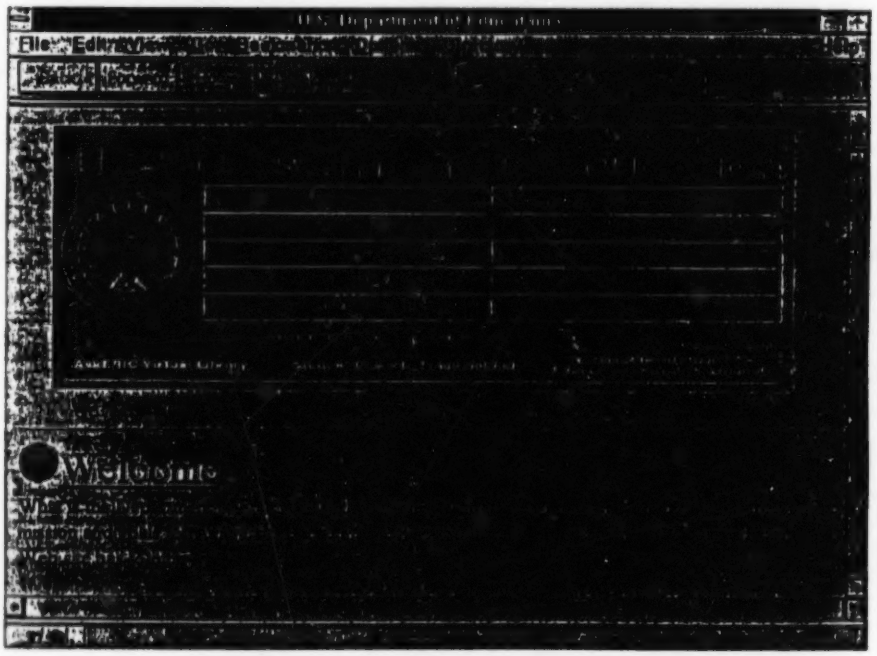
Global Access to ED Online Library

October 1995

# Hits	Domain/Country
330,245	U.S. Educational Domain
275,808	U.S. Commercial Domain
137,788	U.S. Government Domain
100,474	U.S. Network Domain
43,820	U.S. General Domain
24,652	U.S. Organization Domain
15,579	Canada
6,924	U.S. Military Domain
5,504	Australia
4,407	United Kingdom
3,876	Japan
3,122	Sweden
2,870	Norway
1,721	Finland
1,238	Singapore
1,222	Germany

# Hits	Domain/Country
999	Mexico
910	Advanced Research Prog Agcy
863	Netherlands
859	Korea, Republic of
809	France
731	Israel
619	South Africa
572	Hong Kong
563	Malaysia
551	Turkey
524	Taiwan
513	Dominican Republic
505	Denmark
504	Switzerland
482	New Zealand
476	Iceland

(and 53 other countries)



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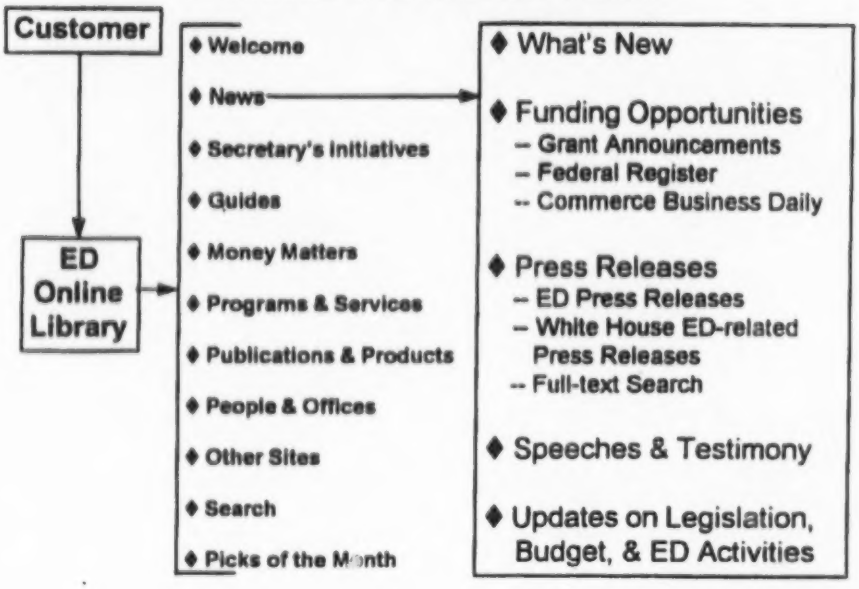
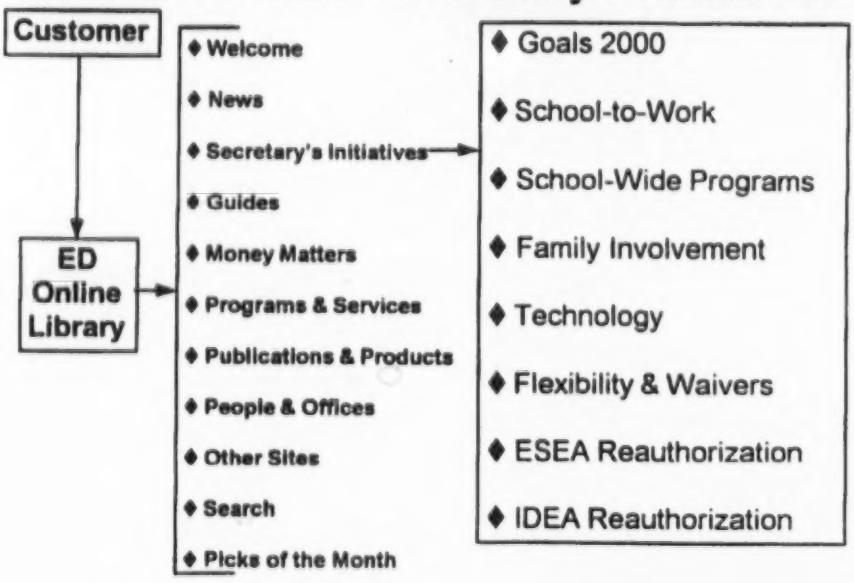
Multiple Paths to Information

Behind the Menu: Welcome

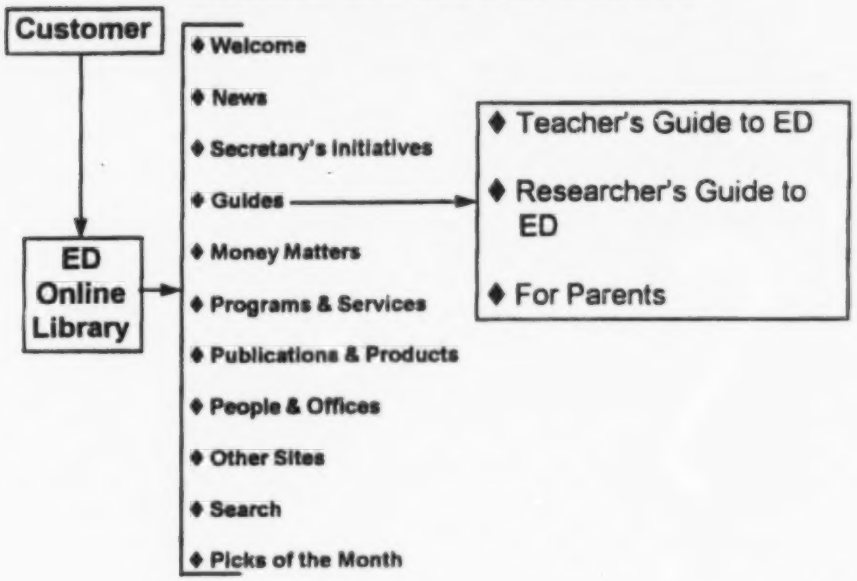
Behind the Menu: News



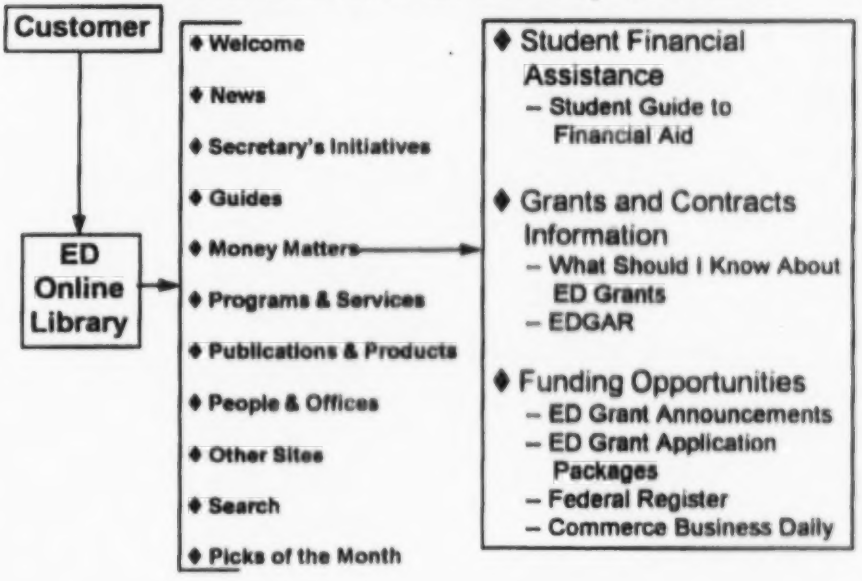
Behind the Menu: Secretary's Initiatives



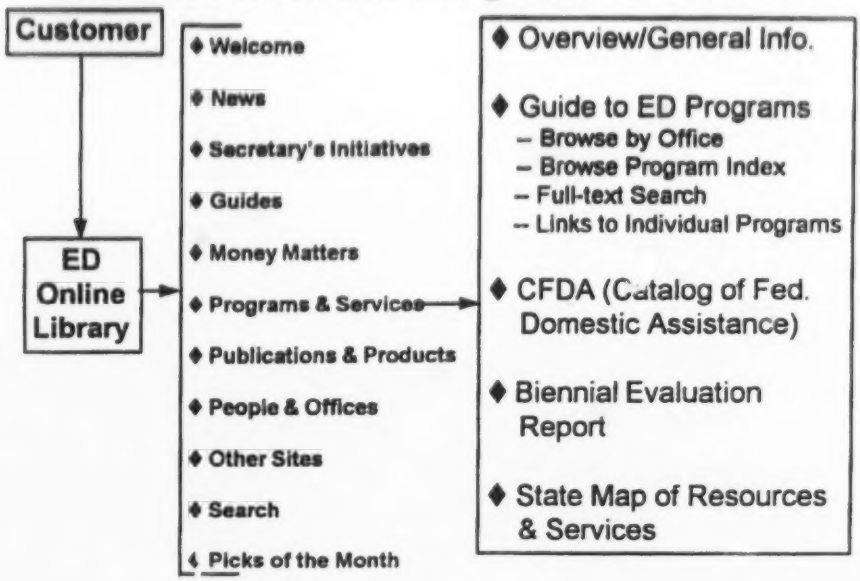
Behind the Menu: Guides



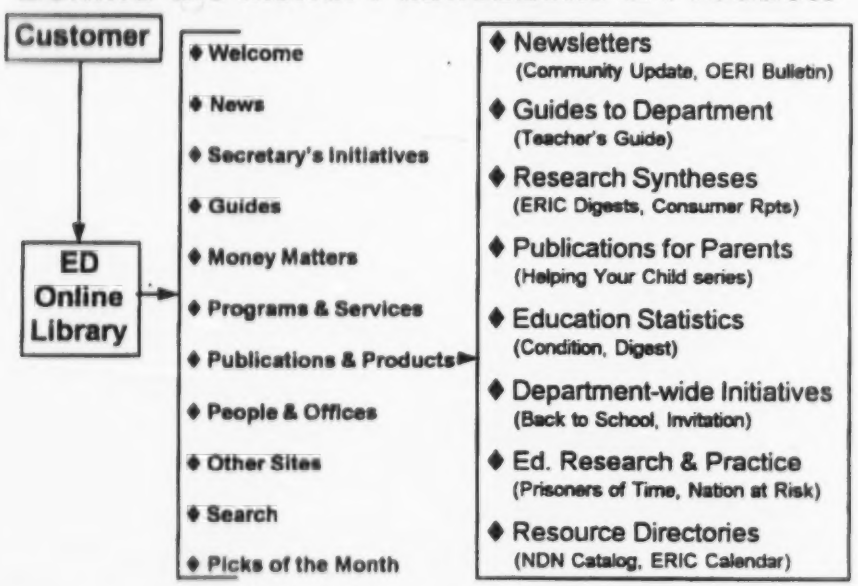
Behind the Menu: Money Matters



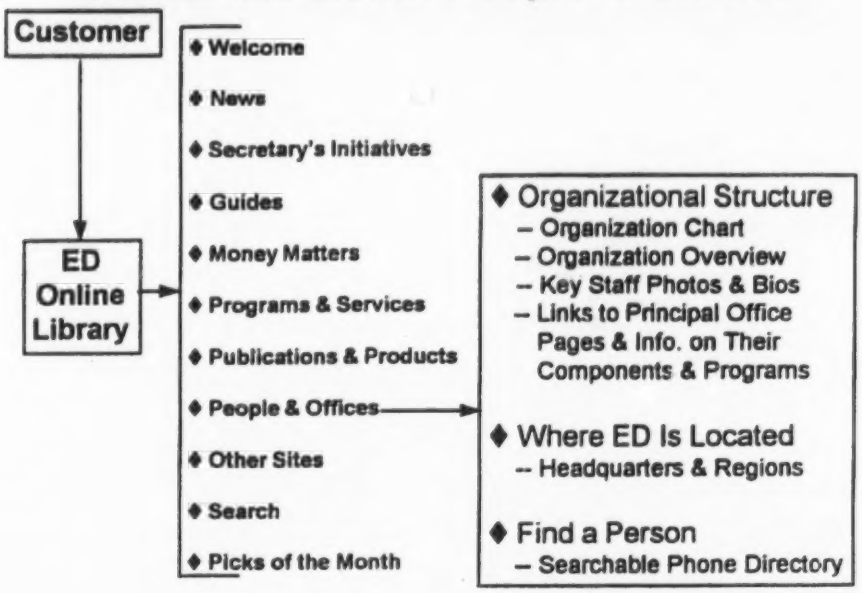
Behind the Menu: Programs & Services



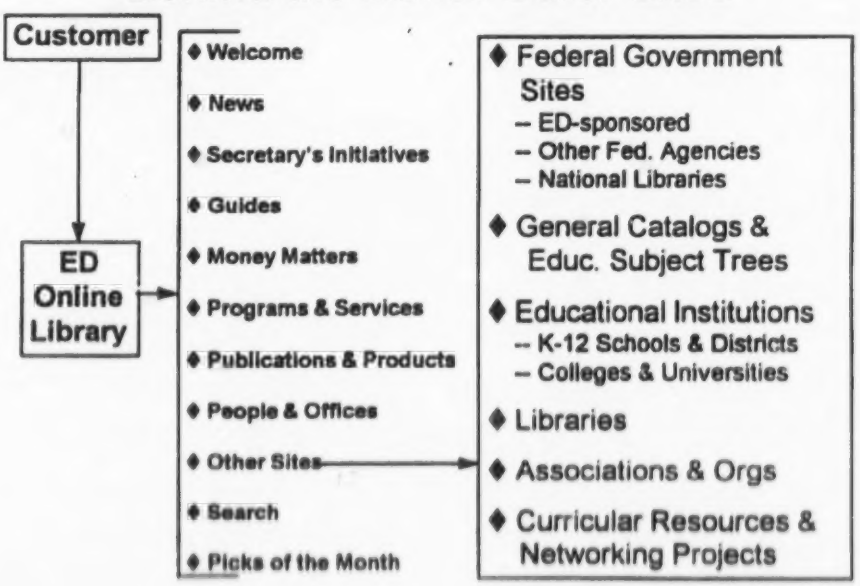
Behind the Menu: Publications & Products


Customer
ED Online Library
♦ Welcome
♦ News
♦ Secretary's Initiatives
♦ Guides
♦ Money Matters
♦ Programs & Services
♦ Publications & Products
♦ People & Offices
♦ Other Sites
♦ Search
♦ Picks of the Month
♦ Newsletters (Community Update, OERI Bulletin)
♦ Guides to Department (Teacher's Guide)
♦ Research Syntheses (ERIC Digests, Consumer Rpts)
♦ Publications for Parents (Helping Your Child series)
♦ Education Statistics (Condition, Digest)
♦ Department-wide Initiatives (Back to School, Invitation)
♦ Ed. Research & Practice (Prisoners of Time, Nation at Risk)
♦ Resource Directories (NDN Catalog, ERIC Calendar)

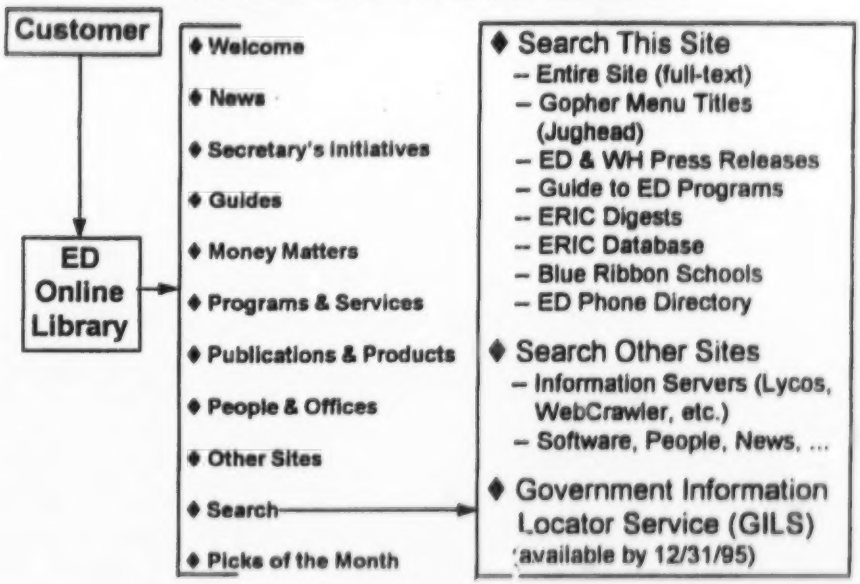
Behind the Menu: People & Offices



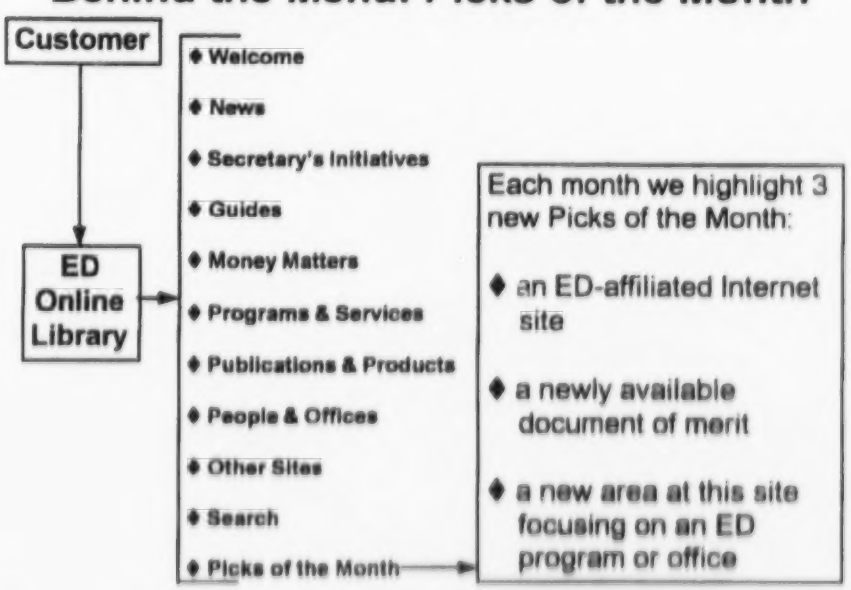
Behind the Menu: Other Sites



Behind the Menu: Search



Behind the Menu: Picks of the Month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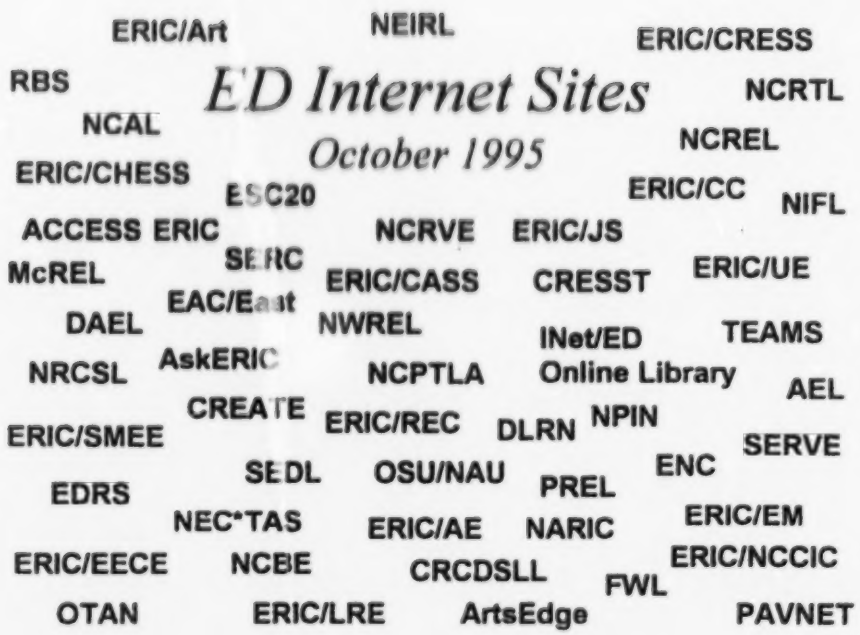
♦ Publications & Products
♦ People & Offices
♦ Other Sites
♦ Search
♦ Picks of the Month
Each month we highlight 3 new Picks of the Month:
♦ an ED-affiliated Internet site
♦ a newly available document of merit
♦ a new area at this site focusing on an ED program or office

ED Internet Sites

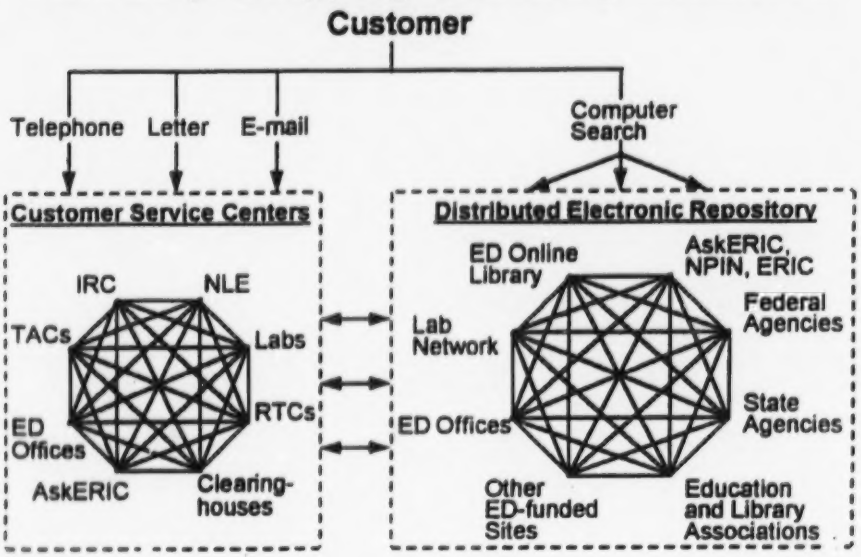
October 1993

AskERIC

INet/ED
Online Library



One-stop Shopping with Many Entrances



What's the Payoff?

- *Better Customer Service*
  - *Self-Service: Customers Get What They Want When They Want It*
  - *Up-to-date Information in Useful Formats*
- *Expanded Audiences*
  - *Synergy: Pooled Resources Attract New Audiences*
  - *Hypertext Links Help Audiences Discover Information They Didn't Know Existed*
  - *Accessible Formats Reach Diverse Audiences*
- *Higher Visibility & Leadership Role for the Department*

What Do Customers Say?

- *"Wow! What a great Web page!"*
- *"Fabulous new home page ... efficient and easy to get to what I am looking for."*
- *"The content is extremely exciting in terms of people (politicians, educators, communities, businesses, etc.) coming together to ... support education ... I hope I can ignite some of the excitement & possibility which your site portrays."*

Collaboration

- OUS: *Secretary's Initiatives, Goals 2000, EDInfo*
- ODS: *Technology, NTPlan*
- OIIA: *Teacher's Guide, Community Update*
- OPA: *Press Releases, Guide to ED Programs*
- OPE: *Student Guide to Financial Aid, Home Page*
- OSERS: *Office & Program Descriptions, IDEA*
- OVAE: *School-to-Work*
- OESE: *Schoolwide Programs, ESEA*
- OM: *ED Locator*
- OCFO: *EDGAR, What Should I Know About Grants*

What's An Office To Do?

- *Start Putting Information on the Web*
  - *-- Basic Information About Mission, Components, Programs, and Activities*
  - *-- Popular Publications, Fact Sheets, Q&As*
  - *-- Event & Product Announcements*
  - *-- Application Packages*
- *Advertise the Service to Your Customers*
- *Monitor & Analyze Customer Feedback*
- *Expand & Adjust Offerings*

How Can I Get Started?

- *Only You Can*
  - *-- Identify and Provide Key Information*
  - *-- Envision How to Organize & Present Your Work*
  - *-- Keep Your Information Current & Accurate*
  - *-- Respond to Content-oriented Inquiries from Customers*
- *Either OERI or IRG Can*
  - *-- Provide Web Server Space for Your Information*
  - *-- Respond to Technical Inquiries from Customers*
- *OERI Can*
  - *-- Help You Design Your Web Pages*
  - *-- Provide Support to Prepare Key Information*
  - *-- Integrate Your Information into the ED Home Page*
- *IRG Can*
  - *-- Integrate Your Information into GILS & Data Warehouse*
  - *-- Provide Desktop Web Browsers to Your Staff*

When Can I Begin?
Today

- *Schedule an individual Home Page consultation*
  - *-- Use the sign up sheet in back of room*
  - *-- Contact Judy Taylor via cc:Mail or at 219-2266*
- *Visit the demonstration facility in Room 214 at Capitol Place (80 F Street, N.W.)*
- *Request WWW training from TDC or OERI*